

Pupil premium strategy statement – Arrow Vale School 24/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	Arrow Vale High School
Proportion (%) of pupil premium eligible pupils	Years 9-11 238 students, 33.3% (Dfe lagged - 30.6% 219 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2027/2028 (Year 1 of 3)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Matthew Rash – Head of School
Pupil premium lead	Francesca Stanley – Vice Principal
Governor / Trustee lead	Leanne Lovett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,100
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£212,100

Part A: Pupil premium strategy plan

Statement of intent

At Arrow Vale, we aim to develop confident, ambitious and creative young people who can thrive in a changing world. We aim to achieve this by:

- Providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil's circumstances affecting their academic progress and therefore life chances.
- Providing evidence-based strategies to improve the reading of students who are at a disadvantage to their peers as well as working with a range of national professionals in attendance, health and wellbeing to support these students.
- Providing a rich Personal Development programme, accessible for all and taken up by a large proportion if not all our students at a disadvantage.

Personal Development including our enrichment and futures programmes is at the forefront of what we do; designed through the lens of a disadvantaged pupil; what will engage and motivate them, including an emphasis on accessibility for all.

This 3-year Pupil Premium strategy is drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day. High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap and therefore reflects the largest budget spend. In addition to this, our disadvantaged plan also details a range of out of lesson interventions to support pupils further, particularly regarding tier 2 and 3 priorities.

This strategy recognises that making a difference for disadvantaged pupils is best achieved with a long-term focus and therefore our 1-year action plan and 3-year long term disadvantaged strategy reflects this.

Challenges

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

Challenge number	Detail of challenge
1 (Tier 1)	Variable starting points in terms of background knowledge needed in order to access and thrive across the curriculum.
2 (Tier 1)	Independent learning (passive classwork/home learning) and independence (self-regulation) of disadvantaged students as a result of confidence and resilience barriers.
3 (Tier 2)	The oracy development of our disadvantaged pupils due to lack of language and communication skills and experiences developed prior to them starting with us in Year 9.
4 (Tier 2)	Some disadvantaged pupils have a lower SAS reading score in comparison to their non-disadvantaged peers due to lack of reading skills prior to them starting with us in Year 9.
5 (Tier 2)	Some disadvantaged pupils find accessing and completing home learning more challenging than their peers.
6 (Tier 3)	Participation/involvement in sport and wider enrichment due to financial barriers and confidence in engaging.
7 (Tier 3)	Resilience, emotional wellbeing and mental health of disadvantaged pupils inside and outside of the classroom is impacted by the impact of their social, cultural and financial capital.
8 (Tier 3)	Some disadvantaged pupils need additional support with aspirations and future careers education.
9 (Tier 3)	Pupil attendance to school and attendance to learning is impacted for a complex number of reasons.

**Detailed data around these challenges can be found in the school's action plan*

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 English and EBacc subjects	<ul style="list-style-type: none"> • Reduction of attainment gap between disadvantaged and non-disadvantaged pupils. • Increased attainment of disadvantaged pupils, particularly in English and Ebacc subjects. • Learning walks (short and long), book trawls and observation data reflects that disadvantaged pupils are disproportionately targeted for teacher support, opportunities for oracy development and stretch and challenge. • Targeted interventions at KS4 and KS5 prioritise supporting disadvantaged pupils and the attendance of these pupils is high.

<p>Improved reading comprehension among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Improved average reading age of disadvantaged pupils. • Reduction of gap between reading age and chronological age for disadvantaged pupils. • IDL programme data shows an accelerated improvement in reading SAS scores for the bottom 20% compared to their peers. <ul style="list-style-type: none"> • High proportion of disadvantaged pupils including those with SEND taking part in the IDL programme. • Learning walks and quality assurance of form time reading programme shows consistent and high-quality engagement of disadvantaged students.
<p>Improved oracy of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Learning walk and lesson observation data indicates that the verbal responses of disadvantaged students is of strong quality. • Learning walks and quality assurance of form time reading programme shows consistent and high-quality engagement of disadvantaged students.
<p>Improved completion of home learning by all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Audit of disadvantaged pupils reflects that all have access to support with at home learning including access to IT equipment and access to homework club. • Clear and robust system for the setting, completing recording and communicating home learning. • Reduction in behaviour logs for 'failed to complete homework'. • No gap between logs received for failure to complete home learning between disadvantaged and non-disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Improved attendance of PP students. • Reduction of gap between the attendance of PP and non-PP students. • Whole school PP and non-PP attendance gap to be in line or lower than national average. • Improved attendance of SEND students. • Reduction of gap between the attendance of SEND and non-SEND students. • Whole-school SEND and non-SEND attendance gap to be in line or lower than national average.
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> • Regular and robust use of the PASS survey to identify PP students in need to wellbeing support. • Reduction of PP students identified as amber, pink and red on PASS survey. <ul style="list-style-type: none"> • Reduced number of referrals of PP students for internal emotional wellbeing support. • Qualitative data around mental health and wellbeing received from student and parent voice to be positive.

	<ul style="list-style-type: none"> • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • Increased number of parents/carers attending the SEND community cafe and positive parent/carer voice from this initiative.
To achieve and sustain improved personal development and cultural capital for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • Continuation of no gap between disadvantaged pupils engaging in the schools Enrichment programme compared to their non-disadvantaged peers. • Qualitative data around sense of personal development received from student and parent voice to be positive. <ul style="list-style-type: none"> • An increased sense of personal development within pupils as indicated by the PASS survey. • Positive student voice in response to our preventative wellbeing and self-regulation programs such as SPARK.

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: £106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Arrow Vale's 'Five Basics' which is designed through the lens of a disadvantaged pupil and how they best learn.</i></p> <p><i>Agreed Teaching and Learning strategies for PPDV progress:</i></p> <ol style="list-style-type: none"> 1. <i>Use of Disadvantaged data 'knowing your students' to inform seating plans and classroom 'flight paths' when circulating.</i> 	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g.</p> <p>Interleaving and questioning +7 months Assessment for learning / feedback + 6 months</p>	1, 2

<p>2. <i>Priority marking of key PPDV student work/assessments</i></p> <p>3. <i>Priority selection of PPDV students for additional teacher support</i></p> <p>4. <i>Disproportionately directed, targeted questioning of DVPP students to check understanding</i></p> <p>5. <i>Scaffolded support for high quality oracy responses of PPDV students</i></p> <p><i>Appointment of additional SLT member to oversee pedagogy and staff development.</i></p>		
<p><i>CPD and T&L briefings implemented to develop consistent high-quality behaviour for learning techniques in all lesson</i></p>	<p>CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies 1,4 have a benefit of significant improvement in learning i.e. +4 months to learning.</p>	<p>1, 2</p>
<p><i>Specific CPD time dedicated to Oracy in order to develop consistent high-quality verbal responses and articulation from students in all lessons</i></p>	<p>The report of the Commission on the Future of Oracy Education in England (2024) discusses the impact of 'Learning through talk, listening and communication; highlighting that the use of talk or dialogue in the classroom can be successfully used to foster and deepen children's learning as well as building knowledge of how to speak, listen and understand confidently.</p>	<p>1</p>
<p><i>A high-quality QA process conducted by SLT, DLS and the wider curriculum leaders/teaching and learning team. Clear processes to provide developmental feedback, identify training needs and to share best practice.</i></p>	<p>DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'.</p> <p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.</p>	<p>1, 2</p>

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading strategy implementation.</i></p> <ul style="list-style-type: none"> • <i>Investment in additional reading programmes and programmes to analyse the reading ages of students. (IDL and NGRT).</i> • <i>CPD to promote these programmes to staff and offer training on how to use this data.</i> • <i>Bespoke reading systems for wave 3 support of disadvantaged students and bottom 20% of readers (IDL programme).</i> • <i>Investment into training a senior member of staff designated as Reading Lead from September 2024.</i> • <i>Recruitment and training of a new Achievement Assistant for Reading and Literacy for September 2024.</i> 	<p>Programmes such as NGRT and Accelerated Reader have been reported (Baye, Slavin, & Haslam, 2019) to have a significant effect size of +0.24 ($p < .05$).</p>	<p>3</p>
<p><i>Targeted academic after school intervention with a focus on PP student selection.</i></p>	<p>The EEF Toolkit (2021) which reports that extending school day has an effect of + 3 months.</p> <p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months.</p>	<p>1,2</p>
<p><i>Oracy development:</i></p> <ul style="list-style-type: none"> • <i>Evidence-based CPD for all teaching staff on oracy development strategies in the classroom</i> • <i>Re-designed learning walk system to specifically target observations of oracy development within the classroom.</i> • <i>'Questioning framework' CPD and resources for all staff which has been specially designed through the lens of a disadvantaged student and</i> 	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021).</p>	<p>5</p>

<i>how they can be best supported.</i>		
<p><i>Investment in our homework policy including:</i></p> <ul style="list-style-type: none"> • <i>CPD for all teaching staff on the benefits of 'flipped learning' homework tasks.</i> • <i>Providing laptops/IT equipment to PP students to support home learning.</i> • <i>The training of Microsoft innovators.</i> • <i>Investment in Microsoft TEAMS platform for homework setting, tracking and communication to parents/carers.</i> 	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests benefit of +5 months where home learning is engaged with and +6 months where it involves digital technology.</p> <p>Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.</p>	4

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

Budgeted cost: £63,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • <i>Provide high quality pastoral care using a Team Around the Child approach including mentoring, rewards and behaviour management specialists.</i> • <i>Regular analysis of B&A data to identify specific barrier to attendance and behaviour patterns.</i> 	<p>EEF Toolkit (2021) reports that mentoring has a +2 months academic benefit to students</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of +0.62 and specific interventions linked to needs has an effect size of +0.77.</p> <p>The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement.</p>	7
<p><i>Targeted attendance intervention and rewards programme including:</i></p> <ul style="list-style-type: none"> • <i>Investment in a new Trust wide and whole school 'Inclusive Attendance' strategy, supported by a national attendance lead in this field.</i> • <i>Incorporate attendance into transition planning.</i> • <i>Employment and deployment of EWO staff.</i> 	<p>Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP students.</p>	6,7

<ul style="list-style-type: none"> • <i>Recruitment and retention of non-teaching pastoral support staff.</i> • <i>Work with parents and students including those at a disadvantage to identify specific barriers to attendance including SEND community cafe</i> • <i>Targeted support based on specific barriers.</i> • <i>Regular analysis of B&A data to identify specific barrier to attendance and behaviour patterns.</i> 		
<p><i>Investment in and use of the PASS survey to:</i></p> <ul style="list-style-type: none"> • <i>Identify students with low self-esteem and low views on school and themselves as learners.</i> • <i>To target proactive interventions for those at risk of developing low self-esteem and low views on school and themselves as learners.</i> • <i>Implementation of a SEL scheme for students during PSHE lessons in response to the data emerging from the PASS survey.</i> 	<p>The use of the PASS survey data and other internally gathered data such as this is supported by the EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement.</p>	7
<p><i>Recruitment and retention of the following qualified in-house staff to support with promoting positive mental health and wellbeing:</i></p> <ul style="list-style-type: none"> • <i>Emotional wellbeing co-ordinator.</i> • <i>Mental Health lead.</i> • <i>Qualified Trauma trained pastoral Lead Head of Year.</i> • <i>Investment in a range of health and wellbeing interventions in house such as SPARK, Redgate, Your Ideas, RESPECT, WEST and Academy 21.</i> 	<p>Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.</p>	6,7
<p><i>Calendared and targeted enrichment opportunities</i></p> <ul style="list-style-type: none"> • <i>Implementation of a new Enrichment programme and Trust tracking system.</i> • <i>Dedicated leader of enrichment and experiences (including careers).</i> • <i>Regular monitoring to ensure that disadvantaged students are having a disproportionate offer of enrichment activities.</i> 	<p>The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement.</p>	8

<ul style="list-style-type: none"> • <i>Tracking of disadvantaged students and use of PP funding to support disadvantaged students and their families to attend and engage with the enrichment programme in place.</i> • <i>Recruitment and retention of careers and aspirations lead.</i> • <i>Investment in 1:1</i> 		
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Total budgeted cost: £212,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 outcomes show that we have been successful towards our target of reducing curriculum and attainment gaps between disadvantaged and non-disadvantaged students. However, further investment for the 2024-25 academic year is required to ensure that we continue to reduce the attainment and outcomes gap between our disadvantaged pupils and their peers.

Arrow Vale has a notably higher proportion of Pupil Premium students in comparison with other schools locally.

A whole-school approach to reading and literacy was successfully implemented. To strengthen further, bespoke reading systems are needed for wave 3 support of disadvantaged students.

The school continued to embed a school wide home learning strategy, reformed through a disadvantaged lens and this has shown a significant decrease in the number of students not completing homework. All disadvantaged students had access to IT at home to support with completion of homework. This will need reinvestment for these tracking systems to work with a new Trust wide MIS system, as well as the ability to maintain the working order and functionality of our loaned IT devices.

When evaluating the outcomes of the school's reading strategy, at Arrow Vale the students complete the NGRT (New Group Reading Test) which generates reading data such as SAS Scores, reading ages, parameters for Very Low to Very High, broken-down skills, GCSE or SATS indicator and top tips for supporting students at all levels. Students complete this 3 times a year but those on intervention can be tested more frequently. At school's Year 11 IDL students were given 3 x 25-minute slots during morning intervention time. They were provided an independent laptop in the LRC with headphones and were supervised completing their program. Year 9 and 10 IDL students were given 1 x 50 minutes - this was during their LRC lesson in English. Again, they were given a laptop and headphones and a quieter space to complete it. Students and their parents all received a message on how to access and use IDL so that if they wanted, they could also engage at home.

As a school, we targeted our IDL programme to close the reading gap of the literacy barriers of students who had an SAS score of <74 which is categorised as 'Very low'. We discovered IDL which was presented as a programme that particularly supported Dyslexia but, after training from IDL, they assured us it was supportive of literacy barriers in general. IDL develops 'spelling, comprehension, story, sentence and dictation'. Students complete an initial face to face reading and spelling test, these scores are input onto IDL, and this generates a personalised starting point for the

student - placing them at the point in the program where they would most benefit. Students then independently complete the program during their times. The increase in average SAS scores show that these students are working nearer to national average of students of a similar age (89 is the cusp of average) and we saw accelerated improvements in their reading skills through using this program.

The adaptation to the structure of attendance monitoring, roles and responsibilities with a focus on wave 2 intervention of Pupil Premium/disadvantaged attendance rather than wave 3 interventions proved successful. The appointment of a new EWO and revised attendance action structure will aim to see continued progress in 2024-25 academic year as well as the recruitment of a new Attendance Officer.

There was successful use of PASS survey which informed targeted wave 3 intervention with students most in need; supported by an appointed Emotional Wellbeing Co-ordinator. More regular use and specific calendared actions planned for 2024-25 academic year as well as a whole school approach to support all students as well as those most in need.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
National tutoring programme	Kip MacGrath

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