Pupil premium strategy statement – Arrow Vale School

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
Number of pupils in school	Arrow Vale High School
Proportion (%) of pupil premium eligible pupils	715 (years 9-11)
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)**	Years 9-11 219 students, 30.6% (31.9% DfE lagged)
Date this statement was published	2023/2024 to 2024/2025 (Year 3 of 3)
Date on which it will be reviewed	December 2023
Statement authorised by	July 2024
Pupil premium lead	Ian Mellor - Principal
Governor / Trustee lead	Francesca Stanley – Assistant Principal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,000
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£56,580
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*	£263,580

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 ensure this is the case 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. Our priority is to implement our vision through highly effective classroom teaching supplemented by interventions to support vulnerable learners.

At Arrow Vale we make a difference 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. Our effectiveness as a school is showcased by our disadvantaged students and their engagement, enthusiasm for and student leadership of our rich Personal Development programme.

Our priority at Arrow Vale High is to implement our vision through highly effective classroom teaching supplemented by interventions to support vulnerable learners. In planning our Pupil Premium Strategy, we have 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 but our schools' plan also details a range of out of lesson interventions to support pupils further. The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on the pupils needs.

Arrow Vale use the EEF tiered approach. EEF's pupil premium guide:

1. High Quality Teaching

2. Targeted Academic Support

3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support and Personal Development investment

The tiered approach is outlined within this plan, with clear strategies for our school in each area; underpinning the tiered approach all teachers at Arrow Vale must know all of their Pupil Premium pupils and ensure thoughtful seating arrangements are in place to support those pupils. All data is always broken down to include sub-groups of disadvantage (including those who are Pupil Premium, SEND, vulnerable and including when monitoring online remote learning and device access during the global pandemic). Here at Arrow Vale we are driven by a moral imperative to improve outcomes and experiences for learners from disadvantaged backgrounds and staff understand the tiered approach and agreed focus areas within each tier. We

recognise that our pupil's emotional wellbeing has been impacted by the pandemic and we have accounted for this within our approach.

At Arrow Vale we use The Pass Survey to support profiling so we can disrupt emerging patterns of concern and signpost students for the additional Wave 2 and 3 support they require. The Pass Survey, alongside our subscription to the nationally recognised 'PSHE Association' are utilised to inform our Learning for Life PSHE curriculum. This quantitative and qualitative data is used to plan group and individual based interventions as part of our Tier 3 wider areas, utilising our Student Support team and appointed Emotional Wellbeing co-ordinator.

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. The school invests in Moonshot's performance psychology programme 'SPARK education'; an evidence-based course designed by Olympic Performance Psychologists and the co-author of Marcus Rashford's 'You are a Champion' to provide performance psychology, resilience and mindful support centred around goals and 'dream big' aspiration training for pupils from September 2023. This includes parent/carer support and webinars in order to support the whole child and the wider school community. This develops high levels of resilience and social emotional learning.

Attendance is integral to our wider Tier 3 strategies as we recognise that without good attendance pupils cannot access the curriculum and support in place. Arrow Vale invests in a whole school 'Inclusive Attendance' strategy and are being supported by a National Attendance lead in this field. High-quality teaching with a real focus on oracy, reading and disciplinary literacy 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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils, but disproportionately targeted at our disadvantaged students. For some pupils post pandemic attendance to school has become a real concern, we recognise the need for emotional wellbeing support and attendance improvement within our Tier 3 approaches.

As a school we are committed to improving our expertise as leaders and teachers working with the disadvantaged and most vulnerable learners and are working closely with the EEF, the guidance documents and the Big Picture teaching and Learning Toolkit EEF Big Picture.

In planning our 3 year Pupil Premium Strategy, we have 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)	Reducing curriculum bias & ensuring disadvantaged pupils are supported in accessing and engaging with the curriculum.
2 (Tier 1)	The attainment of our disadvantaged pupils.
3 (Tier 2)	The reading age and ability of our disadvantaged pupils and the gap between the reading age and the chronological age of these pupils.
4 (Tier 2)	Some disadvantaged pupils find accessing and completing home learning more challenging than their peers.
5 (Tier 2)	The oracy development of our disadvantaged pupils.
6 (Tier 3)	The attendance of our disadvantaged pupils.
7 (Tier 3)	The resilience, emotional wellbeing and mental health of disadvantaged pupils inside and outside of the classroom.
8 (Tier 3)	The engagement in enrichment activities by our disadvantaged pupils and the development of their cultural capital.

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	• Reduction of attainment gap between disadvantaged and non-disadvantaged pupils. • Increased attainment of disadvantaged pupils, particularly in English and Ebacc subjects • Learning walks, 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.
Improved reading comprehension among disadvantaged pupils.	• 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. • High proportion of disadvantaged pupils taking part in the IDL programme.
Improved completion of home learning by all pupils, particularly our disadvantaged pupils.	• Audit of disadvantaged pupils reflects that all have access to IT equipment to support with at home learning • Clear and robust system for the setting, completion recoding and communication of 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• 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
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	• 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. • 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. • An increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved personal development and cultural capital for all pupils, including those who are disadvantaged.	• Reduction of gap between disadvantaged pupils engaging in the schools Enrichment programme compared to and non-disadvantaged pupils. • Qualitative data around sense of personal development received from student and parent voice to be positive • An increased sense of personal development within pupils as indicated by the PASS survey.

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: £131,790

Activity	Evidence that supports this approach	Challenge number(s) addressed

Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.
 	
Agreed Teaching and Learning 'Key Five strategies for PPDV progress':
  1. *Use of Disadvantaged data to inform seating plans*
  2. *Priority marking of PPDV student work/assessments*
  3. *Priority selection of PPDV students for additional teacher support*
  4. *Disproportionately directed, targeted questioning of DVPP studens*
  5. *Scaffolded support for high quality oracy responses of PPDV students*
 	
Appointment of additional SLT member to oversee pedagogy and staff development.
	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.
	
	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.
	Interleaving and questioning +7 Months
	Assessment for learning / feedback + 6 Months
		1, 2

CPD and T&L briefings implemented to develop consistent high quality behaviour for learning techniques in all lesson	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	1, 2

A high quality QA process conducted by SLT, DLS and the wider curriculum leaders/teaching and learning team. Clear processes in order to provide developmental feedback, identify training needs and to share best practice.	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'. 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.	1, 2

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

Budgeted cost: £65,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading strategy implementation. • *Investment in reading programmes and programmes to analyse the reading ages of students. (NGRT)* • *CPD to promote these programmes to staff and offer training on how to use this data.* • *Bespoke reading systems for wave 3 support of disadvantaged students and bottom 20% of readers (IDL programme).* • *Research and investment into training existing staff member to become a reading intervention lead for September 2022.*	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).	3
Targeted academic after school intervention with a focus on PP student selection.	The EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months. 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	1,2
Oracy development: • *Evidence based CPD for all teaching staff on oracy development strategies in the classroom* • *Re-designed Learning Walk system to specifically target*	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests	5

	observations of oracy development within the classroom	that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021)	
	Investment in our homework policy including: • *CPD for all teaching staff on the benefits of 'flipped learning' homework tasks* • *Providing laptops/IT equipment to all PP students to support home learning* • *Microsoft innovators* • *Microsoft TEAMS platform*	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. Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.	4

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

Budgeted cost: £65,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care using a Team Around the Child approach including mentoring, rewards and behaviour management specialists *Regular analysis of B&A data to identify specific barrier to attendance and behaviour patterns*	EEF Toolkit (2021) reports that mentoring has a +2 months academic benefit to students 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. 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	7
Targeted attendance intervention and rewards programme including: • *Investment in a new Trust wide and whole school 'Inclusive Attendance' strategy, supported by a national attendance lead in this field.* • *Incorporate attendance into transition planning* • *Employment and deployment of EWO*	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	6,7

• *Recruitment and retention of non-teaching pastoral support staff* • *Work with PP parents and students to identify specific barriers to attendance* • *Targeted support based on specific barriers* • *Regular analysis of B&A data to identify specific barrier to attendance and behaviour patterns*		
Investment in and use of the PASS survey in order to: • *Identify students with low self-esteem and low views on school and themselves as learners* • *To target proactive interventions for those at risk of developing low self-esteem and low views on school and themselves as learners* • *Implementation of a SEL scheme for students during PSHE lessons in response to the data emerging from the PASS survey.*	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.	7
Recruitment and retention of the following qualified in-house staff to support with promoting positive mental health and wellbeing: • *Emotional wellbeing co-ordinator* • *Mental Health lead* • *Qualified Trauma trained pastoral Lead Head of Year*	Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.	6,7
Calendared and targeted enrichment opportunities • *Implementation of a new Enrichment programme and Trust tracking system.* • *Dedicated leader of enrichment and experiences (including careers)* • *Regular monitoring to ensure that disadvantaged students are having a disproportionate offer of enrichment activities* • *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.*	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	8

Total budgeted cost: £263,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 outcomes (detailed below in more detail) 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 2022-23 academic year is required to ensure that this is sustained as our proportion of disadvantaged students increases.

Notable achievement of PP P8 and Attainment 8 measures in comparison to other schools within the county.

Arrow Vale have a notably higher proportion of PP students in comparison with other schools and a positive P8 PP outcome score, one of only three schools in the county to achieve this for our students.

July 2022 KS4 examination data: (PP = 68 students (30.2%), 2 EHCP, 26 SEN Support, 6 LAC)

- Average Key Stage 4 P8 for PP students +0.19 compared to +0.25 for all students (-0.57 PP v non PP gap).
- FSM P8 +0.14 (national -0.53)
- SEND support P8 is -0.005. (National average 2023 was -0.61. Early 2024 SISRA collab data indicates -0.41)
- White British FSM +0.12 (National average 2023 was -0.79)

July 2023 KS4 examination data: (PP = 71 students (32% of 221 cohort), 3 EHCP, 34 SEN Support, 2 LAC)

- Average Key Stage 4 P8 for PP students -0.21 compared to +0.05 for all students. (-0.38 PP v non PP gap).
- FSM P8 -0.27 (2022 national -0.53)
- SEND -0.29 (2022 national -0.61)

The most recent national published English Baccalaureate (EBacc) data shows that in the 2021 to 2022 school year, 38.7% of pupils in state-funded schools in England were entered for the (EBacc). This is in comparison to 25.3% entered for the Languages element of EBacc, 81.4% entered for the Humanities element of EBacc and 18.1% of students entered for the total EBacc at Arrow Vale. This is in response to our ethos that students should have a broad choice of option subjects and where we want students to be successful in their option choices.

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. As is research and investment into training existing staff member to become a reading intervention lead for September 2022.

The school embedded 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 competition of homework. This will need reinvestment in order to maintain the working order and functionality of these devices, as well as the issuing of more IT equipment as our proportion of disadvantaged students increases.

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 supported Dyslexia in particular 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 the use of this program.

Year 9 and Year 10 Cohort:
September Average SAS Score: 101.5470297
Mid-Point Average SAS Score: 101.1591928
EOY Average SAS Score: 103.2876712
SAS Difference from Sept too EOY: +1.74064153

Year 9 and Year 10 PP Cohort:
September Average SAS Score: 99.10655738
Mid-Point Average SAS Score: 97.67142857
EOY Average SAS Score: 101.0225564
SAS Difference from Sept too EOY: + 1.915999014

Year 9 and Year 10 SEND Cohort:
September Average SAS Score: 88.98305085

Mid-Point Average SAS Score: 87.421875
EOY Average SAS Score: 89.68333333
SAS Difference from Sept too EOY: + 0.700282486

Year 9 and Year 10 IDL Cohort:
September Average SAS Score: 71.32
Mid-Point Average SAS Score: 77.7037037
EOY Average SAS Score: 80.08
SAS Difference from Sept too EOY: + 8.76

Year 9 and Year 10 EAL Cohort:
September Average SAS Score: 107.5
Mid-Point Average SAS Score: 104.8484848
EOY Average SAS Score: 107.2727273
SAS Difference from Sept too EOY: -0.227272727

The adaptation to the structure of attendance monitoring, roles and responsibilities with a focus on wave 2 intervention of PP/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 2023-24 academic year.

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 2023-24 academic year as well as a whole school approach to support all students as well as those most in need.

Arrow Vale are currently on track to achieve the outcomes of our Pupil Premium strategy and our eight identified challenges:

1. *Reducing curriculum bias & ensuring disadvantaged pupils are supported in accessing and engaging with the curriculum.*
2. *The attainment of our disadvantaged pupils.*
3. *The reading age and ability of our disadvantaged pupils and the gap between the reading age and the chronological age of these pupils.*
4. *Some disadvantaged pupils find accessing and completing home learning more challenging than their peers.*
5. *The oracy development of our disadvantaged pupils.*
6. *The attendance of our disadvantaged pupils.*
7. *The resilience, emotional wellbeing and mental health of disadvantaged pupils inside and outside of the classroom.*
8. *The engagement in enrichment activities by our disadvantaged pupils and the development of their cultural capital.*

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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