



Pupil Premium Strategy Statement (2021/22 – 2024/25)

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It was reviewed and rewritten following the third national Lockdown due to Covid (Spring 2021) and then amended in Nov 21 to reflect DFE guidance to combine Pupil & Recovery Premium as a single sum in the strategy statement.

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	Clyst Vale Community College
Number of pupils in school	866
Proportion (%) of pupil premium eligible pupils	19.9
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/4
Date this statement was published	Jan 22
Date on which it will be reviewed	Dec 22
Statement authorised by	Kevin Bawn
Pupil premium lead	Paul Sutton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164260
Recovery premium funding allocation this academic year	£25929
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	£190189

Part A: Pupil premium strategy plan

Statement of intent

Clyst Vale is committed to maximising the achievement and wider development of all its students regardless of their background. All students receive the best possible educational experience designed to meet their needs across a broad and balanced curriculum. We recognise that nationally and within our college there is an attainment/outcome gap between students who attract the Pupil Premium and their peers and we are committed to narrowing it. In addition we understand that over the last 2 years Covid 19 has had a disproportionate impact on this cohort of students. This makes the expenditure of the additional recovery premium even more important.

We refer to these young people as Priority Learners (PL) rather than “*disadvantaged ones*”. The funding stream for these students, still known as the Pupil Premium, is allocated to every school based on numbers of students known to be eligible for free school meals, students who have been registered for free school meals at any point in the last six years, students who have been looked after in care, children who have left local authority care due to adoption, special guardianship order, a child arrangements order or residence order and children of service personnel. Each school can decide how to allocate this additional funding to best ensure each student thrives and makes excellent progress in their learning.

High quality teaching is at the forefront of our approach as recommended by the [Education Endowment Foundation \(EEF\) \(2021\)](#). Spending money on improving teaching and providing professional development opportunities is an integral part of our strategy. Research ([EEF, 2021](#)) has shown that high-quality teaching is the most important lever schools have to improve outcomes for PL pupils. Ensuring an effective teacher is in front of all our classes, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision.

Challenges

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

Challenge number	Detail of challenge
1	We understand that Covid 19 has had a disproportionate impact on our PLs in terms of academic attainment and progress (Department for Education, 2021). The Education in England 2020 annual report indicates that the disadvantaged gap has stopped closing, and there are several strong indicators that this now is starting to widen. This report also states that locally, in Devon, there is a widening of 5 months in attainment of FSM ever 6 students and their peers (59th highest out of a group of 150 local authorities).
2	Research tells us that PLs are disproportionately affected by quality of teaching. Schools that have effectively narrowed the gap have had a focus on and invested in high quality teaching. We must ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving. We invest a large proportion of our funding into continuous professional development, training and support for early career teachers, as well as recruitment and retention.

3	Attendance & persistent absence is a barrier. Our data indicates that there are significant gaps between PL pupils their peers in both attendance & persistent absence. We have rewritten our attendance policy and are working with families and external agencies to remove barriers to attendance post Covid.
4	Low aspirations of the PL cohort to academically achieve. We need to ensure that PL remain in education or training post16 and that those who can take L3 courses are supported to do. Higher aspirations should be supported and encouraged for able students
5	Many of our PL pupils are also emotionally vulnerable, have experienced ACES, have external agency involvement and have SEN. We know from working with these families during lockdown and return to school that they have been greatly impacted by the last 2 years and require support. (N.b. link to challenge 3)
6	Low literacy levels in KS3. We know that an increasing proportion of our PL students in KS3 have additional SEN need which impacts significantly on their literacy levels.

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
<p>1. Improve progress and attainment among PL students across the curriculum with a particular focus on middle ability students.</p> <ul style="list-style-type: none"> to improve literacy skills of PL in KS3 particularly to ensure that PL take full advantage of opportunities for student leadership across the college to increase the number of PL participating in extra-curricular activities, especially residential activities 	<p>By the end of our current plan PL students should</p> <ul style="list-style-type: none"> demonstrate progress and attainment at least in line with their peers nationally the gap between PL and non PL students should have significantly closed at least in line with national trends.
<p>2. Teaching is effective for PL students, they receive additional and different strategies in each classroom to ensure that they are able to progress appropriately.</p>	<p>By the end of our current plan PL students should</p> <ul style="list-style-type: none"> demonstrate progress and attainment at least in line with their peers nationally the gap between PL and non PL students should have significantly closed at least in line with national trends.

	<ul style="list-style-type: none"> Teaching is judged consistently effective (lesson obs, learning walks, departmental feedback)
3. Attendance for all pupils but particularly PLs has improved	<ul style="list-style-type: none"> Absence and persistent absence data for PL students is in line or above the National average and is improving year on year
4. To ensure that PL remain in education or training post16 and that those who can take L3 courses are supported and encouraged to do so.	<ul style="list-style-type: none"> Destination data shows no NEETs All PLs students receive careers advice and support as a priority.
5. To achieve and sustain improved wellbeing and support for all students and by doing so enable them to make greater progress in school.	<ul style="list-style-type: none"> Pastoral review to be completed and Welfare Team to be fully operational. Pastoral support and work with external agencies to continue and develop. Lead for Mental Health (school wide role) to be appointed
6.Improve progress across all subject areas for PL students as a result of improving literacy levels (reading ages)	<ul style="list-style-type: none"> Further develop role of Literacy Co-ordinator whole school with specific focus on PL students A range of intervention strategies to be fully embedded to support literacy across the curriculum Data shows that reading ages are matched to chronological age for the majority of PL students

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: £ 79923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the Teaching & Learning Group to offer: <ul style="list-style-type: none"> • High quality CPD focused on developing classroom practice with specific focus on inclusive teaching and embedding key elements of effective teaching • 1:1 coaching of target staff 	We know from research that high quality teaching can narrow the gap and with this effective professional development offers a crucial tool to developing teaching quality.	1,2,6
Core Subject (MA, EN , Sci) PL focussed member of staff		1,2,6
Recruitment of new Literacy Coordinator (TLR role)	We have identified literacy as a barrier to success. We know that having a school wide “champion” to coordinate this approach and work alongside SENCo and HOD has been a successful strategy for many schools.	1,2,6
Recruitment of new PL Lead (TLR role)	We know that having a school wide “champion” to coordinate strategy successful for many schools.	1,2,3,4,5,6

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

Budgeted cost: £ 97444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for targeted students in Year 7 & 8 Numeracy and Literacy</p> <p>Investment in Lexia program to improve reading ages</p> <p>Bespoke Read to Learn Lesson for all Y7 students</p>	<p>EEF research shows that adoption of multiple interventions with a broad base are best suited to improving literacy for all</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p>	1,4,5,6
<p>Academic mentoring (2 MOS)</p> <ol style="list-style-type: none"> 1. Focus on disadvantaged learners with specific focus on academic performance & attendance 2. Funded through NTP program (95%). Focusing on students mostly PL with a focus on bridging learning gaps due to Covid 	<p>EEF research shows that adoption of multiple interventions with a broad base are best suited to improving outcomes for all.</p>	1,3,4,5,
<p>School Led tutoring Program (NTP)</p> <p>Targeted blocks of tutoring in Ma and En. (separate funding but important to highlight in this plane)</p>	<p>DFE initiative to bridge learning gaps for vulnerable students many of which are PLs</p>	1,2,4,6
<p>Counsellor</p>	<p>It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p> <p>Promoting children and young people’s mental health and wellbeing (publishing.service.gov.uk)</p>	4,5
<p>Careers advice and guidance</p>		4,5

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

Budgeted cost: £ 12822

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve Technology to assist teaching		1,2
Enhance provision of technology for students and families, targeted students.		4,5
Access to high quality online resources to support learning outside of the classroom GCSE Pod Online textbooks and revision guides		4,5,6
Support students with financial costs so that they can participate in school activities/ trips/ uniform/ equipment	We know that facilitating full participation raises self esteem and aspiration for PL students	4,5
Transition activities for Y6 students In addition to usual provision Big Step (summer School) 1week program during summer holidays for all studnets 1 week transition program for all Y6 students.		3,4,5,

Total budgeted cost: £ 190187

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 2020 to 2021 academic year.

Whilst in the middle of a national pandemic the college has endeavoured to support all students and families with a range of interventions designed to maintain a level of education that enabled students to achieve. Our internal assessments, centre assessed grades and destination data support the hypothesis that our disadvantaged students have been supported well and have positive outcomes see FFT data below which brings us in line with others nationally. Clearly as evidenced by most schools across the country, partial closures were detrimental to the school as a whole. Planned interventions were not able to take place and online learning whilst successful in its aim did not make up for the loss of time in the classroom. This strategy moves forward from that point of context.

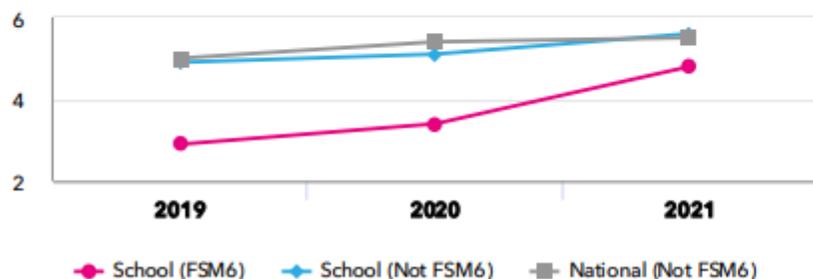
Clyst Vale Community College

2021 KS4

Disadvantaged pupils

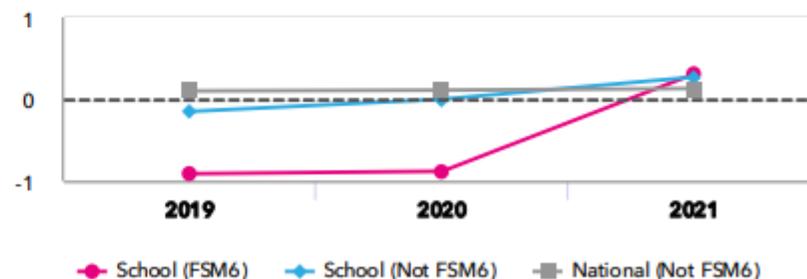
KS4 attainment for disadvantaged pupils 2021

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2021

Progress 8 (Overall)



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

