



Pupil Premium – Darwen Vale High School 2020-2021

What is Pupil Premium?

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between these pupils and their peers.

School priorities/Aims

Through wise use of the pupil premium DVHS aims for the following:

- To ensure all Pupil Premium pupils leave school making better than expected progress compared to non pupil premium pupils
- That students gain at least 5 higher grade GCSEs including English and Maths.
- To have high expectations of all including meeting at least target grades in all subject areas.
- To improve attendance/punctuality of those eligible for pupil premium.
- To increase enjoyment/engagement of the school curriculum.
- To increase participation in a range of extracurricular activities, clubs, trips etc.
- To encourage parent participation in supporting achievement and attainment.
- Raise aspirations both during school and beyond.

Pupil premium Allocation

- Financial Year 2018 – 2019 £293,035
- Financial Year 2019 – 2020 £298,265

The below table shows the PPF DVHS will receive this year:

Academic Year	Total Students	Total PP Students	PPF
2020-2021	950	395	£323,268

Main barriers to educational achievement that the disadvantaged children in school face

We have spent time as school leaders contemplating what our students need to know to be successful in life. Our vision is for **all** students to achieve beyond their personal expectation and prior attainment and to experience an enjoyable and outstanding education. This vision has been carefully created to raise aspirations. We want our students to aspire to go to University if that is appropriate for them, and if not for them to choose a career that is challenging, fulfilling and economically secure and develop the knowledge, skills and qualifications to be successful in that career. Blackburn with Darwen historically was a prosperous region with textiles and mining forming the majority of the job market. This market has declined and resulted in Blackburn with Darwen being one of the most deprived local authority districts in the UK. There are significantly less economically active citizens in BwD than the UK average, 12.4% of the Authority's population have no qualifications compared to 7% nationally, and the average weekly salary is much lower than the National average. There are opportunities however, the building of the M65 motorway in 1997 has brought business and investment to the town. One of the problems for Blackburn residents in recent years is that they have not been sufficiently qualified to take advantage of these opportunities. Only 29% of BwD residents hold qualifications at NVQ level 4 or above (Degree level) compared to 39% nationally. In addition a culture of worklessness (16.3% workless households compared to 14.3% nationally) can mean for some students education is not always seen as a viable route to a better future. The evidence is clear, this lack of qualifications on average in BwD residents means that the average percentage of BwD residents employed in Group 1-3 jobs; managers, professionals, technical is 37% compared to a national average of 47%. We want to change this for our young people

How do we decide where the money is spent?

DVHS are committed to spending the Pupil Premium Funding in a way that will have the greatest impact on attainment and achievement. Funding has been allocated based on tracking of pupils and on research and evidence from other schools and organisations. Targeted interventions and support are based on a needs analysis which has helped identify priority classes, groups or individuals. Teachers are also able to apply for funds to help students both in and outside of lessons. To ensure efficient use of Pupil Premium funding, activities and interventions are evaluated regularly including the impact on progress of pupils at the end of each academic year.

2019 – 2020 Spending (see PP impact statement 2019-2020)

Pupils eligible for Pupil Premium have been able to access:

- Targeted intervention (Small group and one-to-one) carried out by HLTA and level 3 teaching assistants, academic tutors and teaching staff .
- Strategies to improve Literacy and reading ages
- Subsidised trips, school uniform and outside activities.
- Targeted support for individuals, small groups and teachers based on needs analysis by teachers and support staff.
- Additional funding available for the curriculum and pastoral needs of individuals, small groups and classes at the request of teaching and support staff.
- Pupil focused services such as behaviour groups, ELSA (Emotional Literacy Support) and Friendship groups, mentoring and careers advice.
- Breakfast and Homework clubs

How will you spend your PP funding to overcome these barriers and the reasons for the approach you have chosen?

Culture of high aspiration

No excuses and no exceptions are accepted from any school cohort in the pursuit of excellence in driving the school standards beyond requires improvements and towards outstanding. This applies equally to the disadvantaged who are given the tools and opportunities to meet these challenges. A 'can do' attitude is fostered and pervades the school.

Pastoral Support

Care is taken when planning groupings of forms to ensure that data from primary schools and other sources is used to offer pupil premium pupils at risk of underachievement an environment of aspiration and success. Academic buddy mentoring across different year groups also features within this paradigm. This engenders a responsibility to the Form and House to which they are assigned and ultimately the school itself via a competitive ethos in areas of attendance, punctuality and behaviour all of which impact on achievement. Crucially, all members of staff see the aspiration and success of pupil premium children as their responsibility and QA structures make sure that accountability is embedded.

Our disadvantaged pupils have access to a wide network of adult support within the school who can be approached daily on an ad hoc basis including teaching assistants, form tutors, Directors of Progress, and Assistant heads of Year who deal with any concerns (personal or academic) a student may have with no issue too small to address. Students are encouraged to resolve any issue that may affect them academically or personally at the earliest opportunity to minimise disruption to their learning journey through the school. All SLT and senior teachers perform on-going focused interest reviews and carry out support programs for those not reaching their potential.

Personalised learning

Students have individually designed curriculums that best suit their needs/aptitudes and interests. This allows the pupils to succeed, encouraging them to perform at their best. Lesson plans contain details of disadvantaged pupils in class and these pupils are also highlighted (covertly) on every electronic register teachers view to remind them of their responsibilities to this cohort of students.

Use of Data

The flow of information and data is another key element in the success garnered by our disadvantaged pupils. The information is shared across all staff strata and especially the parents. Darwen Vale High School holds regular parental forums, open/information evenings to discuss any issues or concern in addressing under performance. These are above and beyond the normal scheduled parent evenings. Parental disengagement is always addressed and followed up, for example a letter followed by a reminder text is sent to parents/guardians for parents evening. A courtesy call is also made for historically disengaged and should they then not show, a follow up call is made offering alternative dates and times until engagement occurs. There is constant weekly dialogue through Class Charts to parents to work in concert with the school to drive progress for their child.

Groupings

Pupil premium funding has allowed DVHS to have a larger proportion of classes now have extra teaching assistants to assist and encourage disadvantaged pupils to develop independent learning.

We also run 'closing the gap' inspirational workshops from Elevate and peer mentoring programmes that specifically target the disadvantage students.

Other strategies employed include dedicated Literacy and Numeracy times set aside throughout the week as part of the form time programme and a commitment to ensure that all pupils, including disadvantaged, achieve at least age related expectations for Literacy and Numeracy. Many of these strategies are employed on a whole school basis consequently the pupil premium pupils do not feel uncomfortable in receipt of these strategies and of course, 'a rising tide lifts all boats'.

Finally no disadvantaged pupil is denied access to any extra-curricular event designed to enhance or enrich the educational experience. Disadvantaged pupils are sensitively, but proactively, encouraged to participate in activities beyond the regular curriculum. Tracking and monitoring of cohorts involved takes place to make sure that pupil premium students are engaging and not being excluded.

Financial support is provided with uniform, shoes, computers, trips, memberships, transport, breakfast clubs, lunchtime activity clubs specifically for the vulnerable/disadvantaged, homework club and other extra-curricular activities.

Educational Impact : The Achievement of Disadvantaged Students in KS4

	2018 PP	2018 Non PP	2018 Gap	2019 PP	2019 Non PP	2019 Gap	2020 PP	2020 Non PP	2020 Gap
Number (%) of disadvantaged students	48 (31%)	107		51 (40%)	75		50 (38%)	82	
Attainment 8 (A8)	29.63	41.3	-11.67	35.78	47.41	-11.63	33.28	44.69	-11.41
A8 English	7.92	9.87	-1.95	8.59	10.45	-1.86	7.72	9.86	-2.14
A8 Maths	5.42	7.98	-2.56	7.06	9.57	-2.51	6.56	9	-2.44
A8 Ebacc	7.52	11.34	-3.82	9.75	13.79	-4.04	8.61	12.56	-3.95
A8 Open	8.78	12.11	-3.33	10.33	13.59	-3.26	10.39	13.27	-2.88
Progress 8	-1.18	-0.82	-0.36	-0.67	-0.36	-0.31	-0.59	-0.16	-0.43
P8 English	-0.58	-0.35	-0.23	-0.32	-0.16	-0.16	-0.49	-0.05	-0.44
P8 Maths	-1.27	-0.83	-0.44	-0.51	-0.21	-0.3	-0.39	0.02	-0.41
P8 Ebacc	-1.35	-0.73	-0.62	-0.73	-0.33	-0.4	-0.73	-0.22	-0.51
P8 Open	-1.36	-1.22	-0.14	-0.96	-0.61	-0.35	-0.65	-0.29	-0.36

Basics at grade 4	19%	55%	-0.36	47.06 %	72%	-0.25	42%	70%	-0.28
Basics at grade 5	4%	31%	-0.27	23.53 %	50.67%	-0.27	22%	43%	-0.21
Ebacc 4+	0%	6%	-0.06	4%	11%	-0.07	6%	8%	-0.02
Ebacc 5+	0%	1%	-0.01	2%	4%	-0.02	4%	5%	-0.005

We have 2 pupils classed as NEET from 2019-2020, a figure of which we are justly proud, given the amount of work undertaken to a) ensure pupils have a range of clear employability skills, and b) to ensure that a wide ranging CEIAG programme fully supports disadvantaged pupils to make the most appropriate post 16 choices for their future.

Breakdown of Expenditure

Below is a table detailing how PPF is being spent at DVHS for the academic year 2020-2021. The table is split into 4 waves; whole school and classroom based teaching, small group interventions, individual intervention and other areas. Here you will find details of each event/provision, how much it costs and a brief evaluation of its impact.

We have also include a 'value' rating taken from the Sutton Trust report on the effectiveness of intervention strategies (<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>) . This rating gives a cost indicator (the more ££ the more expensive) and an effectiveness indicator (+ or – a number of months equivalent extra impact.)

For example, £££/+3 would indicate a moderately expensive intervention with the equivalent of 3 months added learning.

Please note, not all interventions detailed here have a value indicator, only the ones highlighted in the report.

Wave	Specific Provision	Cost	Detail	Sutton Trust Rating	DVHS evaluation
1) Whole school, classroom based teaching	Staff training based on accelerating student achievement	£200 resources	A series of targeted CPD sessions across the year focussed on getting better faster covering assessment, curriculum, PP strategies and engagement.		Rating of sessions by staff and through DDI/culture temperature check data.
	CPD on closing the vocabulary gap to target vocabulary and to foster both a love of learning and reading for meaning to continue.	£200	Sessions led by a member of the ELT. CtVG book purchased last year for all staff and new staff this year.		
	Staff training on high quality feedback to be delivered by the VP. Agreed marking and feedback procedure across all staff including literacy stickers on books.	£200	EEF suggests that HQ feedback is an effective way to improve attainment of DPs and the CPD will focus on questioning and pupils becoming reflective learners.		Regular book monitoring to check feedback and pupils response.

	Teaching Assistants	£29,289 x2 = £58,578	We have a team of Teaching Assistants who support students with SEN, but also a range of students across all teaching groups including those with identified literacy and numeracy needs.	£££+1	Despite the fact that TAs are primarily focussed on SEND, 21.52% of PP students are also SEND students and are eligible for PP and there are overlaps in their needs.
	Deployment of co-teachers	£20,000	Fully qualified teaching staff supporting in other lessons (Maths and French). 10 lessons a week are co-taught in Maths, 1 lesson is co-taught in French.	Small group tuition £££ +4	Having 2 teachers per teaching group means small group work is high impact and ensures no student is left behind. Individual students have much more personal attention where their individual needs can be met more easily.
2) Small group intervention	After school academic and catch up enrichments	£136,000	As part of the Period 6 programme (3:00 – 3:45 Mon/Wed/Thurs, 3:00-3:30 Tues/Fri) KS4 receive an extra 3.25 hours a week in all their subject areas. These help to develop their basic skills in that subject area. (136 pupils are disadvantaged in KS4 which is 34% of the disadvantaged cohort)	£££ +4	As all teachers now have one-hour period 6 as part of their directed time it allows for targeting individual students within period 6 and tailor sessions to their specific needs within each subject.

Sporting Enrichments	0	Sporting enrichments make up a large proportion of the sessions available to students each week. These promote a healthy mind/body but also provide students with the opportunity to play sports that financially they wouldn't otherwise.	£££ +2	Extra hours of sport have increased students enjoyment of school and their focus as evidenced in the school survey comments.
Literacy interventions	<p>10 hours a week L3 TA Time: £174.10 x 40 weeks = £6964</p> <p>10 hours a week HLTA TA Time: £242.30 x 40 weeks = £9692</p> <p>Total: £16,656</p>	<ul style="list-style-type: none"> • Pupils will be initially tested for reading age using NRGT (GL Assessments) • Reading intervention groups for SEND PP for those who are below age related reading age • HLTA to target SEND and DP pupils with reading books to encourage reading for pleasure • Staff provided with reading age matrix, pupil reading ages and trained on SMOG to test the reading age of texts 	££ +4	Reading ages to be tested at the end of the year.
The Brilliant Club	<p>£1500</p> <p>Registration and transport</p>	Intervention programme raising aspirations for university. Students are identified as high achieving disadvantaged pupils.	£££ +0	The impact can be seen through the confidence with which students talk about their future and the high expectations they have for themselves.

	Jamie's Farm trip	£600	A small group of pupils in KS3 took part in a residential programme of tailor made activities designed to challenge them and build their confident. Students got to experience a range of outdoor activity they will have never done before.	£££ +3	Feedback from staff and students very positive.
	Other trips	£1000	PP funding was used across a range of extra curricular school trips to allow students to access new experiences and widen their horizons. Many would not of been able to attend these trips with the PP subsidy. Trips included: London cultural trip, reward events.		Many DVHS students have narrow horizons and do not have many fun experiences outside of their school and home lives. Attendance at these actiities always engages students and helps them to focus on their work when they return to school as well as rewarding them for their hard work.
	Financial assistance for school uniform and equipment	£40 per pupil for uniform Budgetted for 100 pupils based on previous years =£4000 Revision materials for Year 11 PP £100 x 75 = £7500 Total = £11500	It is important that pupils from disadvantaged backgrounds are able to access all educational experiences and by providing financial assistance with their school uniform and/or revision materials, it enables them to access their learning the same as non PP pupils are.		Attendance of these pupils also increased if they feel more confident coming into school without the fear of standing out of looking different.

3) Individual interventions	Attendance	<p>£3000</p> <p>£8,000</p>	<p>Bespoke tracking of targeted PP pupils will take place on a weekly basis. This will be done by the DoP and AHOY through attendance meetings. See attendance section of SDP.</p> <p>Weekly attendance rewards to increase attendance of PP students.</p> <p>Employed a full time member of staff to collect pupils via the school mini bus to encourage them to get into school.</p>		<p>Attendance data shows PP pupils are tracking at around 10 % lower attendance than non PP.</p> <p>8 pupils can fit on the minibus and priority is for PP students first. Persistent PP non attendees also to be targeted and collected by mini bus to increase attendance.</p>
	Behaviour interventions	<p>Class charts</p> <p>£1068</p>	<p>Monitoring the behaviour of disadvantaged pupils through class charts systems enables early and targeted behaviour interventions</p>	£££ +3	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>
	Breakfast and homework club	<p>Breakfast Club: Mornings for 1 hour per day with a L3 TA: @£17.41 per hour x 40 weeks = £696.40</p> <p>Homework Club: After</p>	<p>Providing facilities and refreshments for PP and vulnerable students in the morning and at the end of the day</p>		

		<p>school for 1 hour per week with a HLTA: @£24.23 x 40 weeks = £969.20</p> <p>Total = £1665.60</p>			
	Super Saturdays and Bootcamps	£2500	Extra revision and tuition focussed on PP students for Eng/Ma/Sci.	££ +2	Improved outcomes have been identified in English, mathematics and science. Benefits have been found in secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.
	Century Tech	£5000	Purchased Century Tech for whole school to supplement learning in Eng/Ma/Sci targeted at PP students.		There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.

	Careers	£225	Risk of becoming NEET programme from the local authority where year 10 PP students are given specific career guidance/opportunities /visits to encourage them to seek employment or education after leaving DVHS.		Regular monitoring of career guidance and how PP pupils are responding to this for instance a change in ambitions and goals. Last year there was only 2 pupils classed as NEET, and 100% of pupils completed at least one application form.
	Data analysis	£4000 4Matrix subscription	Tracking the progress of students eligible for PP and identifying any areas of support needed.	N/A	Using data on the progress of PP student is crucial if students' needs are to be met effectively in the classroom and any behaviour interventions identified. PP gap analysis is included in each data summary and then actioned by subject leaders.
TOTAL			£271,892.60		