

DVHS Pupil Premium Evaluation of Spending 2019-2020

1. Summary information					
School.	Darwen Vale High School				
Academic Year	2019/20	Total PP budget	£298,265	Date of most recent PP Review	28 th Sept 17
Total number of pupils	822	Number of pupils eligible for PP	383	Date for next internal review of this strategy	August 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Low reading comprehension when pupils arrive in year 7 which prevents them from making progress in KS3 and subsequently in KS4. There is little reading for pleasure.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4. They are unaware of expectations and targets based on prior attainment.
C.	Basic numeracy skills are low when pupils arrive in year 7 which prevents them from making connections, developing mastery of maths and dealing with some of the more complex problem solving tasks at KS3 and KS4, particularly with non-calculator questions.
D.	Pupils unable to reflect on their own learning and need to improve. Pupils, on the whole, need to take responsibility for their own learning.
E.	A need for regular analysis of PP data and timely, robust intervention plans to be implemented.

F.	Attendance of disadvantaged pupils is improving with 90.1% at the end of July 2019 compared to 89.2% the previous year but this is still below the national average of 91.3%.	
G	There is a significant gap between disadvantaged boys and pupils not eligible for PP. This is mainly due to disengagement and poor behaviour. Behaviour in school is good but PP boys account for the majority of sanctions in school.	
External barriers (issues which also require action outside school, such as low attendance rates)		
H	Low aspirations and social issues outside of school	
I.	Poor home learning environments	
3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in reading comprehension. All pupils will be engaged in a literacy and reading across the curriculum and form time programme. It is understandable that pupils who do not read for meaning will not read for pleasure as gaining new knowledge or transporting yourself to an imagery world is where the joy comes from.	Pupils will by the end of each year have a reading comprehension age which is in line with their chronological age. They will in turn be able to access the new exam questions and read for meaning, which should bring about an enjoyment for reading.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% are on track to achieve their pathway targets by the end of each year. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
C.	Improve basic numeracy skills through a range of programmes both in class and also form time (Numeracy Ninjas). Ensure pupils are making connections between numeracy and all other subjects that they study across the curriculum.	Pupils will by the end of the year have numeracy grades which match their pathway targets. They will be able to make connections with other subjects such as Science, Engineering and Geography.
D.	Pupils to understand how prior attainment shapes future results and raise pupils' expectations regarding what they can achieve.	All disadvantaged pupils will understand pathways and expectations. They should understand next steps in their learning and reflect and take responsibility for this. Pupils should have goals for their futures.
E.	Regular analysis of disadvantaged data and timely, robust, bespoke intervention plans put in place. Regular research to be done regarding what strategies schools can use to ensure disadvantaged pupils make the same progress as other pupils.	Disadvantaged pupils will make the same level of progress as non PP pupils and the gap will diminish.
F.	Ensure attendance of disadvantaged students remains high.	Attendance data for disadvantaged pupils will be in line with national including that of PA.
G.	Improve behaviour and engagement of disadvantaged boys.	Gap between disadvantaged boys and others will diminish. The number of sanctions will also decrease for disadvantaged students.
H.	Raise aspirations of pupils and open them up to opportunities available to them. Ensure that pupil premium pupils are not NEET Tackle social issues outside of school.	Pupils will achieve aspirational targets and seek to achieve academic success. Career opportunities will be open to them. This in turn will reflect on courses they enrol on when they move to further education.
I.	Revision programme for year 11 and resources to enable them to revise. This target the home study issues with have with pupils.	Pupils will understand what it means to revise and revision will be challenging and successful. This will impact on results in 2018.

4. Planned expenditure							
Academic year		2019/20					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
Quality of teaching for all							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost	Impact and evaluation
B.High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4. They are unaware of expectations and targets based on prior attainment. D. Pupils unable to reflect on their own learning and need to	All core teachers have undergone 4Matrix training. They have paid particular attention to groups of learner and gaps. They have then been asked to reflect on their teaching and share good practice.	Teachers understanding their role in closing the gap with their own individual classes. Looking at what works well and sharing these strategies amongst themselves.	Regular monitoring of data and through classroom observations and learning walks	REC	July 2020	1 Year 4matrix subscription £960	2019 HA PP P8 -0.67 HA PP A8 35.78 2020 HA PP P8 -0.59 HA PP A8 33.28 Attainment improved in all measures except English where the gap widened by 0.28. Progress of pupils declined in all measures except Basics 5+, Ebacc 4+ and 5+
A.High levels of progress in reading comprehension. Pupils eligible for PP will be engaged in a literacy and reading across the curriculum programme. It is understandable that pupils who do not read for meaning will not read for pleasure as gaining new knowledge or	Continue to use Accelerated reader package to use with year 7 and low level year 8 pupils.	This is a proven package of support that accelerates the reading comprehension of pupils.	VP is also the literacy lead do this will be monitored by her. Regular report will be produced and analysed to ensure impact	SHP DIH AVE	July 2020	Accelerated reader for year 7 £5000 Year 8 £3000 Salary of literacy TA £29,289	Year 7 – 75% made progress with 9.5% making above 3 years progress. Year 8 – 70% made progress with 16.5% making above 3 years progress. Pupils were withdrawn from MFL lessons to undertake literacy which we have re-evaluated and decided to withdraw them sporadically rather than allow them to miss out on the culture capital of studying a language.

<p>A. High levels of progress in reading comprehension. Pupils eligible for PP will be engaged in a literacy and reading across the curriculum programme. It is understandable that pupils who do not read for meaning will not read for pleasure as gaining new knowledge or transporting yourself to an imagery world is where the joy comes from.</p> <p>B. Improved rates of progress across KS3 for high attaining pupils eligible for PP.</p>	<p>Staff training on high quality feedback to be delivered by VP.</p> <p>Agreed marking and feedback procedure across all staff – posters displayed across school.</p> <p>Literacy stickers on all books</p> <p>Regular book monitoring – focus by VP on PP.</p> <p>Detailed feedback to staff</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie’s Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on next step questioning and pupils becoming reflective learners.</p> <p>There is also a focus on SPaG across the curriculum.</p>	<p>Regular book monitoring to check feedback and pupil response.</p> <p>Ensure consistent approach across all areas of the curriculum.</p> <p>HOD delivering feedback and training to staff</p>	<p>AVE in charge of CPD and T&L</p>	<p>July 2020</p>	<p>Literacy stickers printed £200</p> <p>Pathway stickers printed £200</p>	<p>See reading ages analysis.</p>
<p>D. Pupils to understand how prior attainment shapes future results and raise pupils’ expectations regarding what they can achieve</p>	<p>Pupils to all understand target grades and expectations. Each pupil has been given an individualised pathway which is in response to AWOL and Progress 8. Pupils and staff have a clear understanding of how these pathways are determined and a clear understanding of target grades. It is clear that PP does not mean low ability and PP pupils have been set challenging targets based on KS2 information.</p> <p>Parents to be given easy to follow information which allows them to</p>	<p>Pupils to understand what their ultimate goal is. Pupils need to understand just what they can achieve based on their prior attainment.</p> <p>It is also important that parents are empowered and engaged and begin to raise expectations of their children, especially as some families may have not had positive experiences of school themselves or achieved academic success.</p>	<p>Regular conversations with pupils to ensure that they understand their targets.</p> <p>Rigorous targets to be set by VP and monitored for pupils which ensure that they meet pathway expectations and achieve positive P8 scores.</p> <p>Regular moderation to take place to ensure that assessments and marking is robust.</p>	<p>REC</p>	<p>July 2020</p>	<p>Reports to parents were made clearer and positive feedback (via parent forum) confirmed this.</p> <p>Progress evenings for year 11 x2 a year ensured parents understood the reporting process and how to help their child progress.</p> <p>Attainment increased for PP students and the gap narrowed by 0.22.</p>	

	understand the new assessment system. Target PP parents to attend progress evenings.						
Total budgeted cost							

Targeted support							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost	Impact and evaluation
E. Regular analysis of disadvantaged data and timely, robust, bespoke intervention plans put in place.	Disadvantaged students have been identified and tiered accordingly based on their needs, ability, CATs. All pupils are to be interviewed to identify their barriers to learning, to form appropriate interventions.	High quality, targeted intervention which will be driven by assessments to close gaps in learning and accelerate the progress of a number of disadvantaged students	Regular monitoring and data analysis to assess impact. VP to meet regularly with principal and academic partner to account for how PP money is being spent and impact of spending. There should begin to be a marked difference in the academic achievement of PP pupils which can be clearly measured. Staff across school should understand and be able to demonstrate their impact with PP	REC	July 2020		See outcomes analysis.
E. Regular analysis of disadvantaged data and timely, robust, bespoke intervention plans put in place.	High quality intervention programme to be created for underachieving disadvantaged pupils. This will involve different interventions. A focus on first quality teaching and sharing of good practice through IRIS – looking at new strategies so we can use close gaps with PP pupils. New TA structure in place to ensure that TAs have clear roles and responsibilities in certain subjects. Regular training to ensure their role in intervention and helping pupils to achieve. Two level 3 TAs to be attached to English and Maths to target pupils with complex needs. Both newly appointed level 3 TAs have trained as teachers and have	There is a need to ensure that all day-to day teaching meets the needs of each learner rather than relying on the teachers with good track records to raise attainment. Where additional intervention does need to take place recent research suggests that intervention should take place with the best teacher and those who have a good track record with raising attainment.	Lesson observations should identify that effective PP strategies are being embedded into learning. TAs and other support staff will be closely line managed to ensure that intervention is meaningful and has impact Regular analysis of period 5 and holiday revision classes to ensure targeted PP are attending.	VP Subject leaders	July 2020	2 level 3 TA's in English and Maths = £37,054	Less impact than previous due to staff leaving and not being replaced. Period 6 attendance stuck at 80-90% each week. Communication with parents about the extension of the school day rather than period 6 to be trailed from September.

	<p>degrees in English and Maths.</p> <p>Regular review of interventions to check if they are working and make adjustments accordingly</p> <p>Timetable review to ensure high quality PP intervention can take place with qualified English and Maths teachers.</p> <p>Period 6, Super Saturdays and holiday revision classes to take place which will specifically target disadvantaged students.</p>					<p>Cost of delivering weekend and holiday revision classes £16,200</p>	<p>Peer mentoring through Progress Targeting was introduced from January aimed at 20 year 11 PP students.</p> <p>80% attendance from PP students at holiday revision and period 6. Decision made this year to target intervention more closely and to make period 6 compulsory for all students not just PP.</p>
Total budgeted cost							

Other approaches							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost	Impact and evaluation
F.Ensure attendance of disadvantaged students remains high.	Attendance officer employed to monitor pupils and follow up quickly on truancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Letters about attendance to parents / guardians. PA PP pupils to be contacted by AHOY to identify barriers to getting into school. AHOY to have individual meetings with PP pupils regarding concerns about attendance. Year 11 attendance rewards introduced to improve attendance – focussed on PP pupils. Half termly analysis of PP attendance data. Breakfast club provided to encourage DP into school on time	REC DPS VIS DPS/AEB/REC	July 2020	Attendance officer salary £50,000 AHOYs Year 7 to 11 time £65,040 (x5 AHOYs) Year 11 attendance and rewards £5700 Breakfast club £3800 Attendance transport £95 per week = £3705	PP attendance well below average at 87.12%, non PP attendance at 95.02% All PP pupils have attendance letters sent as per SOL attendance tracker, escalating in severity until FPN issued. AHOY. Over 100 FPN issues to pupils parents/ carers. AHOYS have bespoke meeting with PP children as required, escalating to Senior leader if no impact. Some success from this approach. Year 11 rewards mainly progress based. Shift in focus to attendance based rewards system for 2020-2021 Breakfast club unable to run consistently due to COVID
H. Raising aspirations of pupils and open them up to opportunities available to them. Tackle social issues outside of school.	The school has a PATH centre which allows pupils to access a range of outside agencies and support including family wise, counsellors and Brook etc.	Behaviour and social and emotional aspects have high effect sizes The aim is provide pupils in need with additional support in order to ensure they can achieve academically.	Aspirational summer programme for all PP students. PATH is monitored by AP in charge of behaviour and pastoral care. Monitoring attitude to learning using Class Charts	DPS AEB/SBR	July 2020	Summer aspirational programme : PATH counselling service (x2 counsellors) £50,000 Class Charts £1068	Did not run due to Covid restrictions. Re-structure of this area following the low impact of this years spending.

I.Revision programme for year 11 and resources to enable them to revise. This target the home study issues with have with pupils.	A number of year 11 assemblies to build on revision strategies introduced during Elevate seminars. Enrichment day which focuses on goals and revision techniques, Focussed PP group to close the gap.	Self-study is important in raising attainment and vital to even-out the many disadvantages these pupils might have. It is also crucial that pupils have the resources in order to organise their self-study.	Pupils will understand how to revise and the best techniques to use in order to do this. Staff will support them with this revision. Academic outcomes will in turn improve.	REC VIS	July 2020	Purchase CGP revision books for year 11 and revision materials for progress evening £1500 + £260 = £1760	PP students results in attainment increased from prior year.
H. Raising aspirations of pupils and open them up to opportunities available to them. Tackle social issues outside of school.	Provide financial assistance with school uniform, academic trips for disadvantaged pupils to ensure they are given the same opportunities as non PP pupils	It is important that pupils from disadvantaged backgrounds have broad educational experiences outside of the classroom such as theatre visits, residential. Field trips and sporting events.	AP to be aware of opportunities being offered to the pupils across school and ensure that PP pupils are included in these activities and experiences.	REC AEB	July 2020	Budgeted for £1000 for trips £900 for uniform	Attendance of PP students? AEB update
H. Raising aspirations of pupils and open them up to opportunities available to them. Tackle social issues outside of school.	Ensure all disadvantaged pupils receive careers advice and receive a wide range of preparation activities for future life. This includes work related learning, career fairs and hubs, support with college applications. Post 16 information sessions, taster days at a variety of locations. All year 11 pupils have been interviewed by VP regarding aspirations and targets. PP pupils' data has been analysed. Vale Values teaches employability skills to pupils which they can then demonstrate outside the classroom. Last year 100% of pupils filled in at least one application form. We want to continue this success but ensure that they aim to apply to	Thinking needs to go beyond academic outcomes and look towards employability. Pupils need to have ambitious goals and dreams in order to see the importance of education in their future	Regular monitoring of career guidance and how PP pupils are responding to this for instance a change in ambitions and goals. This can be done through the one to one interviews, monitoring college applications and analysis of data held regarding careers. This also includes one to one careers meeting through Mploy careers service in Year 11 – for all students but prioritised for PP.	AEB/NEM	July 2020	Risk of becoming NEET programme from the LA. Working with 10 year 10 PP students. £225 Brilliant Club transport X2 visits £500 Brilliant Club registration £1000 £65 for 50 PP students per year.	2 pupils classed as NEET 2019-2020. One of the pupils is in employment recently and the other has recently had a baby so is taking time out to care for her child.

	more colleges. We also aim to have 100% of pupils who are not NEET.						
G.Improve behaviour and engagement of disadvantaged boys.	Behaviour is good but some PP boys need to be targeted- especially with regards to low level disruption and behaviour for learning. Introduction of non-negotiables which will be used consistently across lessons. A positive learning environment to be created. Hourly patrol by senior leaders and pastoral team to ensure positive behaviour for learning is taking place and that any poor behaviour is dealt with there and then. Pupils are also encouraged to share learning and celebrate achievements with SLT and the pastoral team during these visits.	There is no question that good behaviour and positive attitude towards learning are important in order to secure academic achievement.	Improved outcomes for disadvantaged boys. Boys will make same level of progress as girls. Positive learning ethos in school, where learning is celebrated and shared.	DPS	July 2020	Years 7 to 10 rewards £200 per year group = £800	DPS to update
H. Raising aspirations of pupils and open them up to opportunities available to them. Tackle social issues outside of school.	Pupils encouraged to take responsibility for own learning. Develop a growth mind set way of working in school. Pupils have had a number of assemblies regarding resilience and aspirations and entrepreneurial skills. A detailed enrichment programme in school which exposes pupils to all of the above. Embed growth mind-set into teaching through CPD training.	Dr. Dweck describes the underlying belief that people have about learning and intelligence. If a pupil believes that they can get smarter they will work harder and the effort will make them stronger which in turn lead to higher achievement.	Increased motivation, resilience and achievement. They will take on challenges and learn from them. Growth mind set strategies evident in lesson observations and daily practice.	REC AVE DRW	July 2020	Improving Teaching and Learning across the school using coaching to get better faster. Coaching costs: £16,000 per year	The improvements in teacher quality has led to significant improvements in headline measures and a significantly improved Progress 8 measure. Rising from -0.49 in 2019 to -0.18 in 2020. Improvements in attainment for all headline measure were also seen in 2020 when compared to 2019. Please see attainment chart for further details.

	Total budgeted cost		
	Final total budgeted cost	£299,866	