

Pupil premium strategy statement

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
School name	The Vale Academy
Number of pupils in school	657
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023-August 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Dr S Stokes
Pupil premium lead	Mrs C Zietsman
Governor / Trustee lead	Mr C Pope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,705
Recovery premium funding allocation this academic year	£48,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£217,005

Part A: Pupil premium strategy plan

Statement of intent

The Vale Academy is focused on closing the gap between disadvantaged and non-disadvantaged students' attainment and ensuring progress is above national. Our intention is that all students, irrespective of their background or challenges they face, make good progress and achieve high attainment across the curriculum in line with students nationally and within the academy. Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. Spending decisions aim to address the complex barriers to learning that can be faced by disadvantaged students to enable change to take place in their educational outcomes. The following key principles underpin our decision making:

- Focused on outcomes. All pupil premium spending should have a measurable impact on student achievement and attainment and there should be a clear plan for measuring the impact of the spending.
- Evidence based. Interventions should take account of current research and evidence of best practice. Intervention with a low impact should be avoided.
- Needs based. Funding decisions, especially around expensive tier 3 funding, should be influenced by student need, based upon a thorough knowledge and understanding of individual students.
- Data driven. Several sources of data should feed into an understanding of what issues disadvantaged students might face. Data might include: subject area reports, behaviour and attendance records and performance tracking data.

The ultimate objectives for disadvantaged students are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged students.
- For all disadvantaged students in the academy to exceed nationally expected progress in maths and English.
- For disadvantaged students affected by the pandemic to have attainment and progress in line with other students.

We analyse the progress of all our students throughout the year to identify the impact of these strategies on our disadvantaged learners.

Challenge

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

Challenge number	Detail of challenge
1	<p>Curriculum</p> <p>Achievement gaps exist on entry. The average scaled score for maths is 102 PP vs 105 for other students and for reading is 103 PP vs 107 for other students. The curriculum must be implemented securely and consistently by all teachers for disadvantaged students so that they can develop detailed knowledge and skills and, as a result, achieve well.</p>
2	<p>Literacy, reading and mathematics: The majority of disadvantaged students arrive with below average English skills and 22% of the disadvantaged students arriving this year, arrived with reading ages below 10 years while only 13% of the non-disadvantaged students arrived with reading ages below 10 years. Pupil premium students this year arrived with an average reading age of 11 years and 3 months – more than a year below the reading age of non-disadvantaged students. In year 7, we have 10 students who are eligible for Pupil Premium with reading ages of 8 or below. There is an increased focus on reading given the huge impact the pandemic had on all students, but especially the disadvantaged students. All disadvantaged students who are identified as requiring reading intervention from the GL Reading assessment, are receiving bespoke interventions based on their need. Intervention programmes are bespoke according to need with the weakest readers receiving a phonics-based programme (Corrective Reading/Decoding) or Ruth Miskin 'Fresh Start'. 'Reading Plus' also offered for students who have a good phonological awareness, but need to develop reading comprehension and vocabulary. There is a whole school focus on literacy focus with 'Reading Readiness' tests completed each terms across Years 7 – 10 with a new 'Word of the Week' introduced by tutors and displayed (with definition) in each room) is a strategy used across the academy as a whole. All staff have also received recent training on our SRS (secondary reading strategy) with the aim of reducing barriers though intellectual preparation and a specific strategy for students with specific stanines. This year, we have also relaunched 'Toe by Toe' for some identified students. This is being delivered by Sixth Formers who are studying A Level English Language and who received a Grade 7 (or above) at GCSE.</p> <p>Mathematical ability of disadvantaged students is significantly below that of their non-disadvantaged peers (102 vs 105)</p>
3	<p>Behaviour</p> <p>Disadvantaged students are overrepresented when receiving consequences and sessions in the Pupil Support Room (C5). This detrimentally affects their academic progress. In 2022-23, 43% of the C5 sanctions were given to disadvantaged students.</p>

4	Pastoral: Some of our students have difficulties with social skills, incorrect uniform, lack of support at home, anger management issues, the need for mentoring/counselling, etc. Although this is not just isolated to disadvantaged students, it does mean that certain key students (who are more likely to be disadvantaged) struggle in school and need support via mentoring.
5	Homework/Revision/Organisation: There is a clear gap for students eligible for Pupil Premium around completion of homework, meaning that students need support with homework and further strategies on revision. Development of approaches to support students' knowledge retention and recall is an area currently being worked on.
6	Attendance: There is an attendance gap between our disadvantaged and non-disadvantaged students. There is historically a higher percentage of disadvantaged students than non-disadvantaged students, who are persistently absent (absent for 10% or more sessions from school). Attendance rates for students eligible for PP in 2022-23 was 87.5% vs. 94% for non-PP students. This reduces their hours in school and impacts negatively on their progress and attainment. Persistent absence was 27.7% for PP students compared to 13.1% for overall.
7	Personal Development On entry, some disadvantaged students lack the cultural capital required to access the highest grades within their subjects and consequently need to engage in 'out of the classroom experiences' to unlock this potential.
8	Digital Disadvantage: Many disadvantaged students do not have access to technology to enable them to complete online tasks set or take part in online revision materials.
9	CEIAG: Disadvantaged students often have low aspiration and can be less resilient.
10	Parental Engagement: The attendance of parents / carers of disadvantaged students at parents' evenings is typically lower than that of non-disadvantaged students. This means that these parents / carers are not fully aware of their child's current academic progress or how best to support them.
11	Mental Health and Physical Health: The mental health of disadvantaged students has declined further after the pandemic, with an increase in referrals to external agencies for support. The physical health of disadvantaged students must also be a focus throughout the year. Students must lead healthy lifestyles.
12	Progress: Ensuring all disadvantaged students make at least expected progress.

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>Curriculum</p> <p>The curriculum at The Vale Academy is ambitious and is designed to give students, and in particular disadvantaged students, the knowledge and cultural capital they need to succeed. This ensures that students eligible for the Pupil Premium make rates of progress that are at least in line with their non-disadvantaged peers. The curriculum is sequenced and ensures that students' knowledge is cumulative.</p>	<p>Quality assurance will show a decreasing gap in progress between disadvantaged and non-disadvantaged students and effective strategies in place to close these. Monitoring and evaluation of work through learning walks, and book scrutiny will show that PROUD is in place and that there is no significant difference between the work of disadvantaged and non-disadvantaged students. Disadvantaged students are able to articulate what they are learning and why they are learning it.</p>
<p>Literacy, reading and mathematics</p> <p>Good progress is made in reading and writing by disadvantaged students in Key Stage 3</p> <p>Delta Core assessments to show progress of disadvantaged students in line with progress of non-disadvantaged students.</p>	<p>All new Year 7 students eligible for PP will have a reading age that is at least in line with their chronological age by the end of KS3. Students eligible for PP in Year 7 and 8 make more progress by the end of the year than non-disadvantaged students in English and mathematics in order to catch up.</p>
<p>Behaviour</p> <p>Significant improvements in the attitudes and behaviour of an identified cohort of students eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to achieve well. This will be reflected in the qualifications obtained.</p>	<p>Evidence gathered from monitoring and evaluation will show that students eligible for the Pupil Premium are engaged by high quality lessons that deliver the academy's curriculum intent. Analysis of behavioural data will show a reduction in the average number of negative behaviour events logged per pupil.</p>
<p>Pastoral</p> <p>Disadvantaged students are wearing the correct uniform and are receiving support with social skills, anger management etc. need support via mentoring.</p>	<p>Evidence gathered from the academy inclusion officer shows that students eligible for pupil premium funding access services offered within the academy. Improvements are shown in the way that disadvantaged students present themselves.</p>

Homework/Revision/Organisation Improved homework completion through the use of Sparx and GCSEPod. Homework will support recall and retrieval of disadvantaged students and will support students with connecting new knowledge with existing knowledge. Year 11 have developed and sustained good study habits and enhanced their knowledge of the subjects they are studying.	Disadvantaged students are receiving rewards for completion of homework. After school sessions are well attended by disadvantaged students.
Attendance Improved attendance rates for students eligible for Pupil Premium	There is a reduction of the number of persistent absentees amongst students eligible for PP to national average. Improve overall attendance rates of disadvantaged students to be in line with that of non-disadvantaged students)
Personal Development Disadvantaged students acquire the knowledge and cultural capital that they need to succeed in life.	Disadvantaged students regularly attend a wide range of out-of-classroom experiences including after school clubs. A high proportion of disadvantaged students participate in extracurricular visits and programmes. All disadvantaged students will engage with the academy, tutor, assembly and EPC programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.
Digital Disadvantage Disadvantaged students are able to access online learning and use online resources in the same way non-disadvantaged students do.	There is no gap between the online Sparx, GCSEpod and Languagenut engagement of disadvantaged and non disadvantaged students. All disadvantaged students either have access to a device at home, or are able to access homework clubs within the academy to allow them to engage with online platforms.
CEIAG Students eligible for the Pupil Premium show increased self-esteem, ambition and aspiration in relation to their life beyond the academy. Students are tracked throughout their time at the academy and placed on a careers pathway monitored by academy staff and Progress	Regular feedback from questionnaires demonstrates that students have a clear, well thought out plan with a firm progression pathway in mind. Monitoring and evaluation of tutor and EPC lessons shows that students understand progression pathways and are able to

Education. This will lead to improved aspiration.	analyse and evaluate their own options. NEET figures for students eligible for the Pupil Premium are better or below national level.
Parental Engagement Increased parental engagement including improved attendance rates for parents / carers of disadvantaged students at parents' evenings	The parents/carers of students eligible for pupil premium attend at least one event per year.
Mental Health and Physical Health The mental health of disadvantaged students improves throughout the year. Mental health issues are quickly identified by the inclusion team and strategies are put in place. The physical health of disadvantaged students improves throughout the year. Students lead healthy lifestyles	Achievement, behaviour and attendance data shows that students identified as suffering with mental health issues are accessing support and improving throughout the year, resulting in a positive outcome. Disadvantaged students learn how to make healthy choices about the food they eat and physical activity they participate in. Students enjoy healthy nutritious meals at school. Attendance to after school PE enrichment sessions is high for disadvantaged students and these students engage in a wide range of physical activities. The achievement of disadvantaged students increases due to healthy lifestyle choices.
Progress Disadvantaged students are making good progress in key areas such as English and maths	English and maths progress scores are positive for disadvantaged 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: £109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SST PP Lead	High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy. SST leads are accountable to the AAB and to the principal. Challenge through line management and monitoring by the principal. Attendance, behaviour, participation and achievement gaps between disadvantaged and non disadvantaged pupils will diminish.	1-12
Library Manager and Reading coordinator	Both members of staff work together to oversee targeted intervention for KS3 pupils using Ruth Miskin and, Reading Plus, along with the planning and implementation of the whole school literacy strategy. Launch the trust strategy "Reading Routes" Reading comprehension strategies EEF educationendowmentfoundation.org.uk	1-2
A well-trained Teaching and Learning and leadership team will be offering the relevant CPD to staff to ensure that our disadvantaged students experience the very best quality teaching.	High quality CPD is delivered each week by specialists. Staff are also able to participate in CPD provided by the trust at Education House through the Education Exchange. Quality first teaching will have the biggest impact on the outcomes of disadvantaged students. The emphasis this year will be on collaborative learning approaches. Collaborative learning approaches EEF educationendowmentfoundation.org.uk	1-12

	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	
Resources provided to disadvantaged students	Subject specific resources (calculators, revision guides etc) are to be provided for disadvantaged students.	1,2,5,7,8,12
A well-trained teaching body will be delivering outstanding teaching and are aware of the very best teaching strategies to tackle the barriers to learning of disadvantaged students.	An increased focus on quality wave 1 teaching which will lead to improvements to the P8 score of the disadvantaged. A CPD programme is in place and compulsory for all teaching staff to attend. Teachers Impact report final.docx (suttontrust.com)	1, 2, 3, 5, 7, 9, 12
Intervention programme	In addition to wave 1 intervention, an intervention plan for year 11 during tutor periods is to focus on underachieving disadvantaged students. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 12
Curriculum plans well sequenced to address gaps and barriers to learning.	Long-term plans and medium-term plans should show a well sequenced curriculum. Learning journeys produced for all courses across the academy.	1, 4, 5, 12
All lower ability disadvantaged students to have their reading age assessed twice each year.	Disadvantaged students with reading ages below chronological age, are identified following GL reading assessments and appropriate reading intervention is implemented.	1, 2, 10, 12
Disadvantaged students supported with technology and online learning.	Students eligible for Pupil Premium will be loaned a device where necessary. Homework clubs available for disadvantaged students	1, 2, 5, 8, 10

Use of learning support assistants	Teaching assistants to identify and support underachieving disadvantaged students. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 – 5, 7, 10, 12
Director support EBACC. Maths and English	Delta subject directors in English, maths, science, history and Spanish/French will teach groups of targeted disadvantaged pupils. This strategy is of moderate cost and has high impact based on summer 2022 results	1-12

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer	All disadvantaged students' attendance to be monitored and where necessary, interventions to be put into place. Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)	6
Learning mentors in maths and English	Learning mentors available in maths and English to work with all disadvantaged students who require additional support.	1, 2, 4, 5, 7, 12
One-to-one intervention to improve the outcomes in English, maths and science.	Underachieving students eligible for Pupil Premium will receive one-to-one intervention which will be offered through the learning mentors in English, maths and science. One-to-one tutors are available for underachieving students and disadvantaged students are given priority.	1, 2, 3, 10, 12
Strategic deployment of Teaching Assistants in English, maths and science	Supporting the attainment of disadvantaged pupils: articulating success and good practice research report (2015) suggests 'Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well'	1, 2, 3, 6
Intervention offered to all disadvantaged students within the academy day, as well as after school.	English, maths and science intervention offered throughout the academy day. All subjects have after school intervention sessions available which is accessible to all disadvantaged students.	1, 5, 12
One-to-one intervention to improve the outcomes in English, maths and science.	Underachieving students eligible for Pupil Premium will receive one-to-one intervention which will be offered through the learning mentors in English, maths and science. One-to-one tutors are available for underachieving	1, 2, 3, 10, 12

	students and disadvantaged students are given priority.	
Learning Managers	Learning managers will offer focussed support to disadvantaged students including welfare checks, parental contact, multi- agency work, small group work, mentoring, lesson drop ins and counselling. Mentoring EEF (educationendowmentfoundation.org.uk)	3, 6, 10
Expert careers and aspiration advice to improve aspirations and destinations of our most disadvantaged.	Membership of various careers hubs means we are able to provide significantly above the requirements of the Gatsby Benchmarks and disadvantaged students at risk of NEET can get more frequent and regular CEIAG. All students to receive careers advice from an outside agency. Sutton Trust Careers - Sutton Trust	9
Aspirations for students from a deprived postcode area or students who have no history of family at university are raised through enrichment experiences with universities and local business.	Aim Higher Program. Fully funded range of experiences. Raising FE aspirations through the Sixth Form taster days, all disadvantaged students invited.	4, 7, 9
Disadvantaged students to attend revision trips to support with their studies.	Selected disadvantaged to be taken to Dallowgill to take part in residential. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1, 4, 7
Increased pastoral support for any disadvantaged student at risk of permanent exclusion.	Disadvantaged students nationally more at risk of permanent exclusion and life chances reduced. Alternative provision to be made available for students at risk of permanent exclusion where needed. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 11
Increasing the P8 and A8 score for disadvantaged students by increasing the quality of homework.	Research from barriers to learning and due to behaviour logs for homework (as well as issues around KS4 revision) highlighted an issue with students having a place to complete homework. Online packages to be purchased to increase effectiveness of homework.	1, 5, 12

	<p>Disadvantaged students to be offered transport home from after school sessions if needed.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	
TAMNET	<p>Disadvantaged students unable to attend the academy due to issues regarding mental health are to access the curriculum through a place at TAMNET. This takes place through close liaison with teaching staff at the academy who continue to monitor the students' progress.</p>	1, 4, 11
Parental Engagement Events	<p>Engage parents/carers with the importance of study through events aimed at the parents of disadvantaged pupils (Pie and Pea events). Resources and equipment will be provided. Welcoming and positive environment</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3, 10

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

Budgeted cost: £54,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to work with disadvantaged students and their families to remove barriers to their child's education	Regular support from learning managers, attendance officers, pastoral staff, members of SST. Home visits to disadvantaged students with poor attendance.	3, 4, 6, 10
Residential trips to Dallowgill	Selected group of disadvantaged students to attend a residential trip to Dallowgill where they will participate in activities to enhance their curriculum.	1, 2, 5, 6, 7, 10
Use of the academy minibus to transport disadvantaged students.	Disadvantaged students to be encouraged to take part in extra-curricular activities by offering transport home where needed.	2, 3, 7, 8
Uniform allowance for students in need	Disadvantaged students who are not attending the academy in full uniform is supported by uniform being made available. All year 7 students to be supplied with uniform. All disadvantaged students to receive a free academy water bottle. School uniform EEF (educationendowmentfoundation.org.uk)	4, 5, 10
To provide meaningful support to students with social, emotional and mental health problems.	Learning managers and inclusion officer to prioritise disadvantaged students in their one-to-one meetings with students to support wellbeing and attendance.	4, 7, 11
To work with external agencies.	The academy is to work with external agencies such as CAMHS to ensure students' attitudes to their education is positive.	7, 11
Rewards	Pledges, Proud Thursday and the Attendance Wheel to be used to encourage all, but in particular disadvantaged students to have pride in	2, 5, 6, 12

	their achievements and to receive appropriate rewards.	
Enrichment trips	All disadvantaged students to have a trip to the annual pantomime. Other trips are also subsidised for disadvantaged students.	4, 7, 9
Wellbeing Wednesdays	Inclusion officer and external visitors to offer activities for students to emphasise mental and physical health and wellbeing.	4, 6, 7, 11
Breakfast	Disadvantaged students to receive free breakfast at break times.	4, 6, 10, 11

Total budgeted cost: £217,005

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 2022-2023 academic year.

Disadvantaged	2022	2023
Progress 8	-0.18	-0.75
Attainment 8	42.04	31.48
Entering Ebacc	10%	21%
5+ in English and maths	38%	14%
4+ in English and maths	55%	45%
5+ English and maths Gap PP v non-PP	23%	50%
4+ English and maths Gap PP v non-PP	26%	41%
English Lang. 5+	57%	38%
English Lang. 4+	68%	59%
English Lit. 5+	48%	33%
English Lit. 4+	63%	56%
Maths 5+	46%	17%
Maths 4+	61%	45%
Progress 8 English	+0.21	-0.30

Progress 8 Maths	-0.10	-0.49
Progress 8 EBacc	-0.09	-0.87
Progress 8 Open	-0.60	-1.11

Review of 2022-23		
Intended outcome (Start of 2022-2023)	Success criteria	Outcome (End of 2022-2023)
The progress of our disadvantaged students is above national others.	Progress 8 score compared to national data	The 2019 GCSE results show a progress score of -0.09 for disadvantaged students. 2023 saw a decline in the progress of disadvantaged students (-0.77) although this can be traced to five specific students who were either educated off site or were school refusers. As a result, the gap between disadvantaged and non-disadvantaged students has increased from 2019 to 2023. As an academy, this is now the focus, moving forward. Progress of disadvantaged students is also lower than that of disadvantaged cohorts nationally.
Our disadvantaged students attend the academy regularly, behave well and complete homework/revision.	Attendance of disadvantaged above national, persistent absence below national, exclusions below national for same group, P8 scores.	Current attendance of disadvantaged students TVA: 87% Attendance of disadvantaged nationally is 91.9% Current persistent absence of disadvantaged students at TVA: 37% Persistent absence of disadvantaged students nationally is 28.3% For the year 2022-2023, disadvantaged students at TVA had 98 suspensions. During the first term of 2023-

		2024, there were 37 suspensions, but the suspension rate shows a decline through the term.
Our disadvantaged students experience a range of enrichment and have high aspirations for their future	Extra-curricular/Enrichment Report, NEET Figures, Destinations Data, Apprenticeship Figures, HE Data.	The proportion of PP students included in enrichment, is roughly equal to that of non-disadvantaged students. Residential trips to Dallowgill have been put on exclusively for disadvantaged students
To continue to develop staff CPD	Training and expanding of the Teaching and Learning Team	The addition of a new member of the Teaching and Learning team has allowed a focus on academy CPD and a deeper investigation into the work of PP students. A particular emphasis has been given to collaborative structures as one of the strategies to improve PP outcomes.
Expert CEIAG careers and aspiration advice to improve aspirations and destinations of our most disadvantaged.	All disadvantaged students to receive careers appointments	Careers appointments available to all Y11 students which has ensured all our disadvantaged students have successfully transitioned and there were no NEETs.
Parental engagement increased for disadvantaged students	Parents and students of targeted disadvantaged students invited in to meet the Principal.	This has taken place for key disadvantaged students. Underperforming PP students in Y11 were given SLT mentors.
Improve the reading ability of disadvantaged lower ability students	Students arriving in Y7 with a scaled score below 100 in Maths to receive rapid catch-up support	Disadvantaged Y7 students in 2022 had an average reading age of 9 years and 3 months. At the end of the year, this has improved to 12 years and 10 months
Disadvantaged students to receive targeted support through residential trips	Disadvantaged students to be invited to at least one residential trip	All Y7 disadvantaged students have visited Dallowgill on a residential trip.

To improve EBacc P8 measure	P8 measure to be above national	A languages assistant and a director in Humanities was appointed to support with this, but the Ebacc progress score has declined in the year 2022-23. This support is ongoing.
To reduce the risk of permanent exclusion of disadvantaged students	No disadvantaged students to be permanently excluded	Support was given to students through alternative provision and part-time timetables. No disadvantaged students were permanently excluded in the year 2022-23

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
CEIAG	Careers Inc
Sex and Relationship Education	Big Talk Education