

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year 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	Soar Valley College
Number of pupils in school	1563
Proportion (%) of pupil premium eligible pupils	29.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23, 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Julie Robinson (Principal)
Pupil premium lead	Neetin Pabari (Associate Principal)
Governor / Trustee lead	Ann White (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 452,115
Recovery premium funding allocation this academic year	£ 31,947
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 78,397
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	£ 562,459

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, regardless of their background or the challenges they face, make at least good progress and preferably more, and are equipped with the knowledge and skills they need for the next stage of their education, and indeed, life.

We recognise that in our school there are many more 'disadvantaged' students than those identified as such, for example, with a number of children in families with very low income, children who are young carers, and those with little or no exposure to English language outside school. Our strategies will endeavour to meet the needs of this wide range of students and needs.

At the heart of our strategy is high-quality teaching, with a focus on the core subjects and the areas in which disadvantaged students require the most support or benefit more, such as effective feedback, metacognition and literacy. This will benefit those not classed as disadvantaged too, and 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 intention is to link our pupil premium strategy to wider school recovery for all relevant students following the Covid pandemic, notably in the use of targeted support through the National Tutoring Programme, School Led Tutoring and increased use of resources. Our approach is individualised, evidence-based and uses diagnostic assessment that allows us to respond to the particular challenge and context of our students. We make decisions on a learning-led, not label-led approach.

We also recognise the wider needs of our students and a key part of our strategy is also to ensure the highest levels of pastoral care for students. The physical and mental wellbeing of children is fundamental to their success in school and, given the success of the strategy in previous years, we will build on already high quality provision in this area of our work.

Challenges

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

Challenge number	Detail of challenge
1	Despite being in line with national overall figures for progress, our disadvantaged students achieve less well than others in the school overall and

certainly in the core subjects, which are so vital to progression and later success.

	English			Mathematics			Overall		
	All	DA	NDA	All	DA	NDA	All	DA	NDA
2019	0.33	-0.12	0.66	0.48	-0.01	0.72	0.45	0.05	0.56
2020*	0.34	0.18	0.46	0.44	0.09	0.71	0.47	0.26	0.63
2021*	0.39	0.02	0.57	0.58	0.01	0.86	0.59	0.11	0.83
2022	0.63	0.19	0.87	0.53	-0.03	0.83	0.74	0.17	1.01

* Estimates from SISRA collaborative data

The gap in performance in English has narrowed since 2019 with DA students VA score increasing by +0.31 compared to +0.21 for non-DA students.

In mathematics the gap in performance is relatively static. Performance of DA students has hovered around ± 0.0 whilst there has been a relatively small improvement in non-DA performance to +0.83.

Overall the gap in P8 has widened slightly between 2019 and 2022 due to the significant improvement in performance of non-DA students by half a grade per subject compared to 2019 (to +1.01) DA performance improved over the same period by +0.12.

2	Assessments and observations indicate lower levels of reading and comprehension for disadvantaged students compared to others, which impacts on achievement across the curriculum.
3	Our work with children and families indicates greater levels of social and emotional issues, such as anxiety, depression and low self-esteem. Incidents of self-harm for example, have risen since the onset of the pandemic.
4	Some of our disadvantaged students exhibit poorer attitudes to learning, do not see the value of education, and this manifests itself in behaviours both in and out of school. The lockdown periods have had an adverse effect on the development of the cultural capital for many.
5	Attendance rates for disadvantaged students, and in particular certain ethnic groups within this category, are lower than their peers.
6	A number of students have recently joined us with little or no English. This seems to be continuing. These students need rapid programmes of language acquisition if they are to be able to make the progress of which they are capable.

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 progress and attainment for disadvantaged students, with a closing of the gap between disadvantaged and all students.	Whilst disadvantaged students at Soar Valley achieved well compared to all students nationally, both in 2019 and in the

	<p>CAGS and TAGs of 2020 and 2021, there is still an in-school gap.</p> <p>Our intention is to reduce the progress gap to 0.3 during the life of this plan, and to also reduce the gap between disadvantaged students and their peers in the key headline measures, 5+ English and mathematics, 4+ English and mathematics, and the proportion achieving a good pass in the EBacc suite of subjects.</p> <p>Observations will show continued focus on our 'disadvantaged first' strategy.</p>
Improved reading levels for disadvantaged students at KS3.	<p>Revised curriculum at key stage 3 in English, including for the fortnightly library lessons.</p> <p>Improvements seen in the NGRT English Progress Tests, to be taken at the start and end of Year 7 and Year 8 in 2021/22. Usefulness to be assessed before confirming whether to continue with this strategy longer term.</p> <p>Improvements seen in NGRT reading and comprehension test outcomes also.</p> <p>Improvements seen for those students engaged in school-led or national tutoring programmes.</p>
Improved wellbeing for all students, including those who are disadvantaged.	<p>Effective programmes in place to support students with varying levels of emotional and social support. This will include in-house strategies (counsellor, training of Associate Heads of Year) as well as the addition of MHST colleagues.</p>
Re-established routines and strategies leading to improved standards of behaviour. Students 'buying in' to their school experience, through increased opportunities, which will also address the cultural capital deficit for some.	<p>Reduce the gap between disadvantaged students and non-disadvantaged for suspensions, S4s and whole-school detentions.</p> <p>Participation Passport data to show targeting of disadvantaged students for extra-curricular, leadership and responsibility opportunities.</p> <p>Analysis of tuition opportunities shows disadvantaged targeted, including at homework clubs, study support, accelerated learning sessions.</p>
Improved attendance for disadvantaged students.	<p>Covid absences will make this a more difficult one to measure, but overall aim is for the absence figure for disadvantaged students to be no more than 3% less than the overall figure, which would represent an improvement.</p>

<p>Rapid improvement for those students arriving with little or no English, leading to their successful integration and progress.</p>	<p>Clear assessment procedures in place to identify need, with planned support at different levels to ensure all are able to make excellent progress.</p>
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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: £ 162,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the use of diagnostic assessment data in order to identify students for intervention and to inform planning of high quality teaching.</p>	<p>For intervention and teaching to be most effective it is vitally important to know the precise area of need.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Additional staffing in mathematics, English and RE, and science leading to smaller class sizes and greater levels targeted and specific feedback.</p>	<p>Smaller class sizes have been shown to have at least a +3 month impact (EEF). Feedback has been shown to have a +8 month impact (EEF) or an effect size of +0.73 (Hattie, 2009). Smaller class sizes obviously allows for students to have more frequent and detailed feedback.</p>	<p>1, 2</p>
<p>CPD focussed on subject, subject pedagogical and pedagogical knowledge, tailored to the needs and interests of the individual teacher.</p> <p>Broaden to include cross curricular collaborative communities in STEM, character education and curriculum enrichment.</p>	<p>Our in-school monitoring has shown a shift in teachers' approaches during and since the lockdown periods for school, to a more didactic and less collaborative learning model. CPD will focus on developing teaching techniques, as outlined in the EEF Guidance below, and within the framework of our Great Teaching @ Soar Valley statements.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1</p>
<p>Embed new assessment practices to ensure feedback given to students allows them</p>	<p>EEF toolkit (2019) states that 'providing feedback is well-evidenced and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'</p>	<p>1, 2, 6</p>

to accelerate their own progress. Continue the work on developing a range of effective formative assessment processes in every lesson to ensure routine checking for understanding.		
Identify subject specific resources to support improved outcomes through effective revision.		

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

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue effective strategies such as reading intervention, through small group withdrawal with a specialist, paired reading with older students, tutor time reading, and support provided during AIM sessions in KS4. Introduce Accelerated Reader in library lessons, targeting the least confident readers.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2, 6
Introduce Sparx Maths across the school to further enhance the setting and completion of	Completion of homework has been shown to have an effect size of +5 months (EEF) at secondary level. In addition, Hattie has shown that spaced practice has a +0.71 effect size on outcomes. Our DA students feature disproportionately in homework non-completion data.	1

homework in mathematics.		
Ensure all students have access to a device to support learning at home, or have access to space and time in school for independent study.	Completion of homework has been shown to have an effect size of +5 months (EEF) at secondary level. In addition, Hattie has shown that spaced practice has a +0.71 effect size on outcomes. Our DA students feature disproportionately in homework non-completion data.	1, 3, 4
Ensure a high degree of engagement with the National Tuition Programme. Continue to develop a programme of high quality school led tutoring.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Funding for targeted students at risk of exclusion to receive a bespoke curriculum offer.	In school evidence shows that we have almost no permanent exclusions as a result of a highly inclusive approach. Some students require a bespoke pathway, comprising vocational and academic elements, enabling them to gain qualifications and relevant experience. Evidence also shows that, historically, these students have gone on to successful post-16 options and not been NEET.	1, 3, 4, 5
Provision established for students with little or no English. Review the effectiveness of our provision in line with EEF report. Look at the deployment of staff for greatest impact	Historic data shows students entering the school late on in KS4 with little or no English achieve poorly, and dedicated support is needed to boost attainment. EEF have commissioned a report on EAL in the mainstream classroom (due to identified gaps in achievement), due to publish in summer 2022.	6

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

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the amount of contact	The number of students presenting with anxiety has significantly increased, particularly following the	1, 3, 4, 5

time for the school counsellor.	lockdown periods. Having sufficient time from a trained professional to address this is essential. EIF's report on adolescent mental health found good evidence that interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	
Continued funding of an additional Pastoral Support Worker and Associate Heads of Year, to address behaviour and attitudes, as well as attendance.	The EEF cites behaviour management interventions as having a +3 months impact, with Hattie (2009) suggesting that effective classroom management has an impact size of +0.52, with classroom cohesion having an impact of a further +0.52. According to Gottfried (2014) absenteeism has an observable effect on academic outcomes from a very early age. The Government has published clear research that shows a link between low attendance and low attainment: https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	1, 3, 4, 5
New programme for PSHE and the taught pastoral curriculum to be delivered and impact evaluated.	EEF cites meta-cognition and self-regulation as having a +8 months impact on progress, with spaced practice (one of the strategies built into the taught pastoral programme) having an effect size of +0.71 (Hattie 2009). Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	3, 4
Recruit a mentor for specific ethnic sub-groups, to engage with families and support students in school.	EEF cites parental involvement as having a +3 months impact on learning, while Hattie (2009) identifies an effect size of +0.57 for a positive home environment.	5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 550,000

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 2021 to 2022 academic year.

	2022		2021		2019*
	All	PP	All	PP	PP
P8 (estimated in 2021)	+0.74	+0.17	+0.59	+0.11	+0.05
Attainment 8	54.7	45.7	53.61	49.24	41.53
9-4 English/maths	75.0%	63.1%	77.4%	66.0%	53.7%
9-5 English/maths	54.9%	37.9%	54.5%	46.8%	34.1%
9-7 English/maths	22.7%	12.6%	17.8%	10.6%	9.8%
Attendance	94.5%	93.1%	96.1%	93.7%	95.7
EBacc standard pass	24.7%	21.4%	21.8%	17.0%	8.5%

* Included for reference as the last set of results based on examination performance

Assessment outcomes:

Attainment has improved for the whole cohort. The achievement of disadvantaged students was lower than that of their peers in 2022. However, the gaps do not appear to have widened significantly. Most importantly, the attainment of disadvantaged students is stronger than it was in 2019 in all measures. Particularly pleasing is the fact that the P8 figure for disadvantaged students matches the P8 score for non-disadvantaged students nationally.

Review of Pupil Premium Activity 2021/2022

Activity	Evaluation	Challenges addressed
Quality Teaching for All:		
<p>Purchase and implementation of commercial standardised diagnostic assessments.</p>	<p>Purchased CAT4 and Progress Tests from GL Assessment.</p> <p>Rolled out across Year 7 and 8 for whom there was no prior attainment data. This has provided a baseline for expected outcomes in 2025 and 2026. The CAT4 data for Year 7 was also used to generate FFT estimates via the Aspire website.</p> <p>All students were given additional Catch Up resources in English and mathematics, which were directly linked to the Progress Test outcomes.</p> <p>Data generated by this baseline testing was used to identify students for additional support in lessons, and to identify cohorts for school led tuition.</p>	1, 2
<p>Additional staffing in mathematics, English and RE, leading to smaller class sizes and greater levels targeted and specific feedback.</p>	<p>We have maintained the additional staffing in these key curriculum areas and widened it to include science in 2022/2023.</p> <p>Although it is difficult to identify causation rather than correlation, the significant improvement in outcomes in RE, where 38% of PP students achieving a Grade 6+. Overall 55% of students achieved this level of attainment.</p> <p>English progress overall improved and for PP students increased to +0.19. Again, this is strong evidence that this strategy is having a positive impact on student achievement.</p>	1, 2
<p>CPD focussed on subject, subject pedagogical and pedagogical knowledge, tailored to the needs and interests of the individual teacher.</p>	<p>A personalised CPD programme ran through 2020/2021, allowing all teachers to focus on an element of pedagogy identified as an area for development.</p> <p>This was further supplemented by a department led CPD programme focussing on key subject pedagogical knowledge. This was linked to the overall GT@SVC strategy.</p> <p>There was a significant improvement in achievement at Grade 7+ in 2022 (approximately 45% of students achieved 3+ subjects at Grade 7 or above) and this is also reflected in the achievement of PP students, with the number of Grade 8/9 passes improving from 49 in 2019 to 90 in 2022. The</p>	1

	<p>evidence suggests that excellent subject knowledge and subject pedagogical knowledge has positively impacted on achievement across the curriculum: 20.5% of grades achieved in Grade 1- 9 GCSE subjects were at Grade 8 or 9.</p> <p>Progress across the curriculum for all prior attainment bands was strong in 2022, outperforming FFTD expectations.</p>	
Subjects to review and develop the quality of feedback given to students to allow them to accelerate their own progress. This will follow a whole school review of our marking and feedback approach.	<p>High quality assessment continued to be an area of focus across the school in 2021/2022.</p> <p>Review of marking and feedback approaches undertaken. Good practice identified and shared. Emphasis on effective feedback rather than marking for marking's sake.</p> <p>Resulting new feedback policy shared with staff. This aims to both sharpen the feedback given, ensuring effective formative assessment is at the heart of teaching at SVC, and to reduce teachers' workload.</p> <p>Departments continue to develop their use of SOAR time to ensure that feedback leads to specific actions by students to further develop their knowledge and understanding.</p> <p>Further ongoing work on assessment will continue 2022/2023.</p>	1, 2, 6
Targeted Intervention:		
Reading intervention, through small group withdrawal with a specialist, paired reading with older students, etc.	<p>Students in Key Stage 3 were withdrawn during registration to work with a qualified English teacher from within our SEND team.</p> <p>All students who were part of this intervention significantly improved their reading age, their reading fluency and inference scores. Some by 4 years.</p> <p>In the Summer term, with the lifting of restrictions following the Covid pandemic, we trained 105 Year 10 students to work as Reading Leaders and relaunched the Paired Reading scheme to support reading in Key Stage 3. This will continue into 2022/2023.</p> <p>In 2022/2023 we intend to introduce Maths Leaders and to run a similar paired support scheme in mathematics.</p>	1, 2, 6
Engaging with the National Tuition Programme and also using a programme of school-led tutoring.	<p>42 Year 11 students were engaged with English tuition through the NTP. 55% of these students improved their GCSE grade from PC1 to the Summer results.</p> <p>A further 48 engaged in maths tuition. Of these 33% improved their maths outcome.</p>	1

	<p>A significant proportion of the students engaged through the NTP were DA.</p> <p>A group of teaching assistants has undertaken the online training programme required to be able to deliver the school-led tutoring intervention.</p> <p>The English and mathematics teams have used the data from the Progress Tests – identifying students who have made less than expected progress across Year 7 – to create lists of students to be targeted for this intervention.</p> <p>This data, supplemented by department held data has allowed for targeted support to be put in place. To support the delivery resources have been identified and guidance given to those providing the tutoring.</p> <p>The programme launched with parents and students and tutoring has begun.</p>	
Ensure all students have access to a device to support learning at home, or have access to space and time in school for independent study.	<p>All students were given the opportunity to borrow a device from school.</p> <p>Homework clubs ran after school in both Key Stage 3 and 4 throughout last year.</p>	1, 3, 4
Funding for targeted students at risk of exclusion to receive a bespoke curriculum offer.	<p>The 5 students in The Exchange all successfully managed to achieve at least their English and Maths GCSE and some vocational qualifications with external providers. Some of these gained up to 7 GCSEs</p> <p>All of the students gained access to post 16 provision.</p> <p>At the start of 2022/2023 there are 4 students in the Exchange. Their provision aims to ensure at least 6 entries at GCSE including English and mathematics. This is supplemented by vocational provision through external providers.</p> <p>Delivery is through a mixture of staff from English and mathematics and a full time Exchange Tutor.</p>	1, 3, 4, 5
Provision established for students with little or no English.	<p>The provision is established but will continue to be an area of focus in 2022/2023 in order to ensure that it is the best quality we can provide. Publication of the EEF Report on EAL pushed back to 2023. This will inform future practice.</p> <p>We have engaged with a partner secondary school locally and considered our provision in</p>	6

	<p>light of their good practice. This will lead to refined provision.</p> <p>All NTE students receive support from the EAL team full time initially and are transitioned into mainstream lessons.</p> <p>Year 11 students have a bespoke timetable based on their needs and language fluency. All Year 11 students in 2021/2022 successfully gained places at Post 16 destinations.</p>	
Wider Strategies:		
Increase the amount of contact time for the school counsellor.	School counsellor time increased from one to two days to further support students struggling with social and emotional issues.	1, 3, 4, 5
Continued funding of an additional Pastoral Support Worker and Associate Heads of Year, to address behaviour and attitudes, as well as attendance.	<p>In addition to existing pastoral and inclusion staffing we have engaged the services of an LCFC mentor through Leicester City to work with DA students to help to increase academic performance and to support with any social and emotional needs.</p> <p>This mentoring also focuses on developing more positive relationships with some of our hardest to reach parents.</p> <p>Case studies identify specific success stories where underachieving students have made good progress as a result of the support they have received.</p> <p>Case studies provide evidence of the impact of this work.</p>	1, 3, 4, 5
Review of the PSHE and taught pastoral curriculum to identify where further input would be beneficial.	<p>Review undertaken.</p> <p>Specific areas for increased teaching time identified.</p> <p>Additional content required was identified and extended registrations and stop the clock sessions implemented e.g. county lines, healthy living, sex and relationships, puberty.</p> <p>Feedback from staff and student was positive.</p>	3, 4
Recruit a mentor for specific ethnic sub-groups, to engage with families and support students in school.	<p>Recruiting to this post has been a challenge. We have recruited a Slovakian speaking TA who is beginning to provide mentoring support to this key group of students.</p> <p>Raining will be provided as we develop this role.</p>	5, 6
Contingency fund for acute issues.		All

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

Further information

In establishing our new pupil premium strategy for 2021-24, we combined a review of the previous strategy with our observations and data analysis following the periods of school closure due to the pandemic, and available research evidence.

There are a wealth of strategies in place to support disadvantaged students, which are not dependent on funding, and some of these are listed below, under the headings of our core values.

Aspire

Following the closure periods we will be refocussing students on learning, with our mantra of 'Effort is Everything'. There will be a recap of what great effort is and celebrations of those who understand what it means to be a Soar Valley student. We constantly encourage each child to be the best version of themselves, and to achieve the best they can, irrespective of the performance of others, and we will be revisiting and embedding this with all.

Connexions interviews will be scheduled first for our disadvantaged students, to give them goals and aspirations, and to improve attitudes to learning.

Our 'disadvantaged first' strategy will be employed across a number of areas, including for example, when organising appointments for Parents' Evenings.

Enjoy

The closure periods disproportionately affected the achievement of disadvantaged students. There will be a major focus on activities and events which encourage all students, but particularly the disadvantaged, to become more engaged in school life, to enjoy their time in school and to buy into their learning as a consequence.

Much of this is not covered by funding but is a result of time given willingly by our fantastic staff team. Just a glance at the student bulletin will give an insight into the wealth of opportunities for students to get involved, with a vast range of extra-curricular activities, a plethora of House competitions, Duke of Edinburgh Award scheme, etc. too. The Participation Passport is a way of monitoring this engagement and targeting students appropriately.

We are hoping to have two Mental Health Support Practitioners joining us, which will lend greater capacity to those endeavouring to support students' mental health and wellbeing.

Achieve

We will also focus on assessment and feedback, with the intention of making sure feedback and students responding to it is a bigger focus than 'marking'.

Our departments have undertaken extensive review and revision of the curriculum in each area, and our focus will shift to the implementation. We recognise that students were not the only ones to have a hard time over the last couple of years; teachers had to learn to teach in a very different way, and we now want to focus back on the pedagogy of the classroom.

Our evaluation is at least a two year model, examining the curriculum in each subject last academic year and now looking at the quality of the teaching. Our CPD model reflects this, with a personalised programme based on our Great Teaching at Soar Valley statements. These were based on research and reading, including Rosenshine's principles of instruction.

