

# Pupil premium strategy statement – Test Valley School

## **Test Valley Pupil Premium Intent**

At Test Valley school we believe that every young person, regardless of their starting point, possesses the potential for success. Talent knows no bounds, but some pupils face more significant barriers and obstacles on their path to realising their potential and this is confirmed through the EEF research. At Test Valley we are dedicated to developing exceptional teaching and targeted interventions with the aim of ensuring continuous progress for every student, and we strive for growth and improvement in every lesson.

We are driven by a holistic view of education that extends beyond exam results. Our commitment is to care for each student unconditionally equipping them with the skills, knowledge and abilities needed to thrive socially and emotionally and ensuring that no-one is left behind on their journey to success.

We also recognise that many of the barriers extend beyond the classroom, and we are committed to addressing them in or pursuit of excellence for all. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community. We intend that every student feels valued and truly part of the school. There will be a culture of belonging where every student feels like an important part of our school community and is nurtured and challenged to become a confident learner who can excel in a changing world. This will be developed through positive routines, relationships and responses, supported by ongoing CPD for all staff and clear communication of these to students, parents and carers. If required, further support for social and emotional issues, behaviour and additional learning needs will be provided by the staff and spaces in our pastoral hub. A high-quality pastoral system will be the foundation of this culture. Excellent relationships will be fostered between school staff, students, and their families.

Our intention will be shared with all stakeholders, including governors and owned by all who work with our young people. High aspirations will be the core of this approach, where all will celebrate the success of each child, both within and outside school, and into the world of work and further education.

High quality teaching and learning is at the heart of this approach, with a focus on the needs of our disadvantaged cohort. The attainment and progress of our non-disadvantaged students will be sustained and improved alongside their disadvantaged peers. There will be high expectations for all, with carefully scaffolded steps. We openly share what works and what doesn't and continually assess the impact of our actions. Our aim is to avoid stereotyped views and instead base our views on a deeper understanding of the individual needs of every pupil at Test Valley.

Together we are building a support nurturing environment where everyone can excel.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	28.2
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	1/12/23
Date on which it will be reviewed	1/10/24
Statement authorised by	J McKeown
Pupil premium lead	A Collins
Governor / Trustee lead	S Falk

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,458
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20,424
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£127,882

# Part A: Pupil premium strategy plan

## Statement of intent

**Our Strategy recognises** that reading and attendance are two of the two biggest barriers to progress for disadvantaged children according to an analysis of schools' Pupil Premium statements. Our strategy for 23-26 is based on EEF research guidance and focused on three key areas:

1. High quality Teaching
2. Targeted academic support.
3. Wider educational strategies

To build our strategy we have used the most recent EEF guidance and research:

[Pupil Premium menu evidence brief.pdf.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_menu_evidence_brief.pdf.pdf)

## Challenges

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

Challenge number	Detail of challenge
1	We recognise that our internal and external assessments indicate that Maths and English attainment at the end of KS4 has been below that of non-disadvantaged pupils over the past two years and below national.
2	Our assessments, observations and discussions with pupils and families demonstrated that inconsistent teacher staffing over the past two years has negatively affected pupils who are disadvantaged. We will ensure high quality teaching and learning CPD to recruit and retain and sustain consistencies to support progress and wellbeing of all pupils.
3	Our assessment, observations and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Our internal data also highlights that 13.5% are reading below chronological age.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the partial and whole school closures on COVID 19. These findings are supported by national studies. Pupils

	who are disadvantaged and have SEND needs (11% 40 children. Test Valley) in school report this.
5	<p>Our assessments, observations and discussions with pupils and families have demonstrated that over the past two years disadvantaged pupils are more likely to be awarded negative poor behaviour for learning and the progress made in lessons is slower. Teachers' referral for support remains high. 11% (40) pupils require additional support with social and emotional needs. 37 pupils have small group interventions.</p> <p>We recognise that post-pandemic some of our more disadvantaged students have felt less connected to the wider school community. We want to reinvigorate a greater sense of belonging and inclusion for every child, with no child feeling marginalised due to the challenges they face</p>
6	<p>Our attendance data post pandemic shows that absenteeism from school, individual lessons and 'desktop truancy' is impacting negatively on the progress of our disadvantaged cohorts. This is a complex and nuanced challenge which often requires an individual approach and therefore, more investment of time and staffing, on top of a clear system of tracking and a graduated approach.</p> <p>Our attendance data over the past two years indicates that the attendance of our disadvantaged pupils is between 4-5% below non-disadvantaged and below the national average.</p> <p>Persistent absence for this group of pupils is also higher than national. 38% of disadvantaged pupils have been absent compared to their peers over this time.</p>

## 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
1. Test Valley has an embedded pedagogical model that ensures high quality teaching, assessment and a curriculum which responds to the needs of all pupils.	<p><b>Sustained high quality teaching with significantly improved outcomes for pupils, especially those who are disadvantaged by 25/26:</b></p> <ul style="list-style-type: none"> <li>-FFT 50 targets exceeded</li> <li>-Incremental progress towards FFT 20</li> <li>-A higher percentage of disadvantaged pupils will gain English 4+ 65%</li> <li>Maths 4+ 5% %</li> </ul> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Test Valley will focus on building teacher knowledge and pedagogical expertise,</p>

	<p>curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>Our pedagogical model is designed using Rosenshein and underpinned by a metacognitive approach.</p> <p>High quality CPD supports the retention and recruitment of staff.</p>
<p>2. Improved reading amongst disadvantaged pupils</p>	<p><b>Improved Reading ages by 2024/2025</b></p> <p>Internal data We will use data to ensure there is targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. This includes reading intervention so that all pupils reading at their chronological age by the end of Year 9.</p>
<p>3.Improve oral language skills and vocabulary among disadvantaged pupils</p>	<p><b>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</b> This is evident through a triangulation of:</p> <ul style="list-style-type: none"> <li>-engagement in lessons</li> <li>-book scrutiny</li> <li>-formative assessment</li> </ul> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p>
<p>4.Supporting pupils' social, emotional and behavioural needs</p>	<p><b>Sustained and high levels of positive behaviour and attitudes by 24/25</b></p> <ul style="list-style-type: none"> <li>- Qualitative data for pupi voice</li> <li>- A significant reduction in bullying</li> <li>- Reduction in negative points</li> </ul> <p>We will identify social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>

<p>5.To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p><b>Sustained high attendance by 24/25</b></p> <p>-The overall unauthorised absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged and non-disadvantaged reduced by 1.5%</p> <p>-The percentage of pupils who are persistently absent being below 23% and the figure for disadvantaged being no more than 5% lower than their peers.</p> <p>We use a range of approaches which aim to improve school attendance. Parental communication approaches and targeted parental engagement interventions will be used by our pastoral team in supporting pupil attendance.</p>
<p>6.To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged.</p>	<p><b>Sustained high levels of wellbeing by 24/25</b></p> <ul style="list-style-type: none"> <li>- Qualitative data for pupil voice</li> <li>- A significant reduction in bullying</li> <li>- A significant increase in participation in enrichment activities, particularly among disadvantaged.</li> <li>-</li> </ul> <p>We will enhance parental contact and engagement. These are actions that are consistently associated with improved academic outcomes.</p> <p>Through our TV Tutoring we will develop practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Setting smart targets to support the development of self-efficacy.</p>

## 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: **£87,564**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Test Valley will focus on building teacher	In some cases, this may include the selection of high-quality curriculum	1,3

<p>knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>The explicit teaching of metacognitive strategies will support pupils making progress.</p>	<p>materials, or investment in the use of standardised assessments.</p> <p>Our pedagogical model is designed using Rosenshine and underpinned by a metacognitive approach. This includes embedding dialogic activities that evidence demonstrates impacts highly on reading.</p> <p>High quality CPD supports the retention and recruitment of staff.</p>	
<p>Purchase of standardised diagnostic assessments</p>	<p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help receive the correct additional support.</p>	<p>1,2, 3</p>
<p>Purchase of SPARKS Maths and Reading to enhance Maths and Reading.</p>	<p>SPARKS Maths will support building self-efficacy amongst pupils as well as them having an additional safe platform for misconceptions in maths to be addressed.</p>	<p>6</p>

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

Budgeted cost: **Total £23,158**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths Intervention</i>	We will use data to ensure there is targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	1, 4,5
<i>Reading Intervention</i>	We will use data to ensure there is targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	2, 4, 5

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

Budgeted cost: £17,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Behaviour and Pastoral Lead to ensure targeted interventions are timely and impactful	We will identify social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	4, 6
Recruitment of a Family Liaison Led to support improvement with attendance	We use a range of approaches which aim to improve school attendance. Parental communication approaches and targeted parental engagement interventions will be used by our pastoral team in supporting pupil attendance.	4, 5, 6
Allocation of TV Tutors	We will enhance parental contact and engagement. These are actions that are consistently associated with improved academic outcomes. Through our TV Tutoring we will develop practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Setting smart targets to support the development of self-efficacy.	4, 5, 6

**Total budgeted cost: £127,882**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Last academic year marked the end of the previous TV strategy:**

2022 key stage 4 performance data:

Progress 8: -1.38

Basics Grade 5+ 6%

Basics Grade 4+ 33%

Attendance for PP: 85.85%

*Disadvantaged pupils made the most rapid improvement in attainment between Year 10 and Year 11. Our assessments, observations and discussions with pupils and families have demonstrated that over the past year disadvantaged pupils have felt more supported with their wellbeing in school. Our careers support for disadvantaged pupils continues to focus on supporting pupils making informed decisions.*

## Further information (optional)

Our assessments, observations and discussions with pupils and families demonstrated that inconsistent teacher staffing over the past two years has negatively affected pupils who are disadvantaged. We will ensure high quality teaching and learning CPD to recruit and retain and sustain consistencies to support progress and wellbeing of all pupils.

Alongside this Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the partial and whole school closures on COVID 19. These findings are supported by national studies. Pupils who are disadvantaged and have SEND needs (11% 40 children. Test Valley) in school report this.

One strategy to support pupils and family that is being initiated in 2024 is *TV Tutoring 23-23*:

We will enhance parental contact and engagement. These are actions that are consistently associated with improved academic outcomes.

Through our TV Tutoring we will develop practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Setting smart targets to support the development of self-efficacy.

### **What is a TV Tutor?**

A TV Tutor's role is to support children and families. They may be able to link families up with other agencies and offer extra opportunities in school, for example joining a club or supporting your child with an ambition or aspiration they may have. TV Tutors will try and help with any barriers that might get in the way of your child becoming the best they can be.

Alongside the commitment we make to ensuring quality first teaching, TV Tutors will be listening, supporting, and seeking help if needed. TV Tutors will meet children every week for 15 mins to discuss:

**-Progress and achievements-using class Charts to highlight and celebrate success**

**-Checking equipment**

**-Reviewing Attendance**

**-Discussing aspirations and careers**

**-Setting SMART targets for review in the next meeting**

Our TV Tutors will also contact parents/carers regularly to talk about their child, offer support, guidance or just be a person to chat to. We aim to offer our children something new and exciting with lots of talk about their futures, their happiness, and their well-being. Over time TV Tutors will identify themes that would benefit pupils and organise trips to support schoolwork, college visits. To begin this process please use the attached spreadsheet to identify the first cohort of children for ACE Tutoring using class charts data. This will begin on 6/11/23.

## **9.2 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success**

The link between pupils' behaviour, motivation, attendance, and academic achievement is clear (Day et al) and the EEF Teaching and Learning Toolkit identifies that parental engagement has a positive impact on average of 4 months' additional progress.

Communication should be two way: parents' happiness with how schools engage them increases when they feel consulted, but fifty percent of parents say they are not consulted (EEF 2019)

Simple messages, which are positive and focused on parents' efficacy are often the most effective. Rogers and Feller (2018) describes how parents made an extra effort to improve their children's attendance when told how many days they had had off, and that this was more than their children's peers, and then prompted with regular, brief prompts and tips.