

Three Year Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 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	Vandyke Upper School
Number of pupils in school	1106 (Yr9-11)
Proportion (%) of pupil premium eligible pupils	13.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	T Carroll
Pupil premium lead	S Davies
Governor / Trustee lead	N Haines

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159 390
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	£159 390

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to close the attainment/achievement gaps between PP and non-PP students.

Our focus is on high-quality teaching for all with identification of, and intervention with underperforming students regardless of background through a robust tracking and monitoring system and ensuring a whole school approach in which all staff build relationships and take responsibility for disadvantaged students' outcomes.

We intend to improve the attendance of PP students across all year groups and to ensure PP participation in extracurricular activities is in line with whole school proportions.

Improvements in outcomes for all students require input from home and therefore there is a need to build relationships with all our parents /carers but especially those of our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of disadvantaged and vulnerable students
2	Ensure all teachers have the knowledge of how to support our disadvantaged students.
3	Communication and engagement between the school and parents / carers
4	Raise aspirations and knowledge of post-16 opportunities in Further and Higher Education as well as apprenticeships
5	Narrow the gap further between PP and non-PP attainment Gaining engagement in intervention programmes within school
6	Wider participation in extra-curricular activities

Intended outcomes

This explains the outcomes we are aiming for by the end of our three-year strategy plan, and how we will measure them.

Intended Outcomes	Success Criteria
Improving achievement of disadvantaged students	Improved outcomes for disadvantaged students in line with the whole school. Increase in numbers joining Vandyke Sixth Form or college courses
Improving attainment in English and Maths	43% of disadvantaged students to achieve 5+ in English and Maths – in line with national performance for all students in 2019
Improve attendance at school of disadvantaged students	The gap between disadvantaged and non-disadvantaged narrows so that overall attendance for disadvantaged students is in line with whole school
Greater attendance rates of parents / carers at school events (Subject Consultation evenings, etc)	Overall attendance of disadvantaged parents / carers in line with whole school attendance rates. Parents / carers have greater access to information regarding events and their child's progress in school.
Reduce barriers to students attending extra-curricular activities including trips and after school revision sessions	Overall participation in extra-curricular activities at or above cohort %

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 (CPD, recruitment and retention)

Budgeted cost: £ 30000

Activity	Action & Evidence	Challenge addressed
Focus on high quality teaching	Internal staff training on fundamentals of Rosenshine's 10 Principles https://unesdoc.unesco.org/ark:/48223/pf0000190652 National College subscription for all staff https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2

Recruitment of subject Specialist staff	Prioritise recruitment to source key personnel. Minimising non-specialist teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
Lead School for RADY	Embedding approaches of RADY in relation to school practices https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf	1-7

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

Budgeted cost: £86 390

Activity	Action & Evidence	Challenge addressed
1-1 / small group tutoring in Maths and English via Graduate Tutor programme	Tailored mentoring programme and targeted core subject intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4, 5
Maintain PP team 1-1 interviews	nurture relationships with home and acquire 'soft' knowledge of students and gaining parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,3,4,6,7
Maintain Learning Mentor support sessions	Identified students provided with Learning mentor for academic and emotional support sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,4,5,6

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £43 000

Activity	Action & Evidence	Challenge addressed
Provide resources and equipment	Uniform, music lessons, equipment (eg food tech ingredients, art supplies, exam stationery and calculators) laptop loans, internet dongles, trips and visits (including residential, theatre and careers) and revision guides https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 4-7

Target participation in DofE and other programmes	Increases student experience outside of the classroom – ‘ <i>skills for future learning and employment</i> ’ – <i>Ofsted framework</i>	4,6
Attendance monitoring	Priority calls to absent students with supportive care https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,3,7
Behaviour mentoring sessions	Support for behavioural issues through Learning mentors and counselling service https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,5,7

Total budgeted cost: £159 390

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- 2022 academic year

<u>Aims</u>	<u>Evidence of impact</u>
Continue to close the gap between PP and non-PP	Despite a closing of the gap prior to Covid, it widened in 2022 (PP P8 -0.5 compared to non PP +0.35 whereas 2019 PP P8 +0.32 and non PP +0.53)
Ensure PP extra-curricular participation in line with whole school	Reduction in barriers due to focussed intervention though not all activities available especially with re-introduction of trips limited in scale
Continue to improve attendance of PP	2018-19 attendance gap at 2% widened to 9% in 2020-21. Strategies have seen a reduction in the gap to 5% in 2021-22.