

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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                              |
|---|-----------------------------------|
| Vyners School   |                                   |
| Number of pupils in school  | 1080 KS3 and 4<br>249 KS5         |
| Proportion (%) of pupil premium eligible pupils   | 25.2% of KS3 and 4<br>6.6% of KS5 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                         |
| Date this statement was published   | September 2021                    |
| Date on which it will be reviewed   | September 2022                    |
| Statement authorised by   |                                   |
| Pupil premium lead  | Alison Foster                     |
| Governor / Trustee lead   | Claire Clarke                     |

### Funding overview

| Detail  | Amount (indicative) |
|---|---------------------|
| Pupil premium funding allocation this academic year   | £ 118,600           |
| Recovery premium funding allocation this academic year  | £ 16,530            |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ £15,357           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 150,487           |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Vyners School we recognise that not all students who receive free school meals or who are in receipt of Service Pupil Premium are disadvantaged and that some students who are disadvantaged/vulnerable are not registered or do not qualify for free school meals. We therefore allocate the Pupil Premium funding to support any student or group of students who are vulnerable or who are identified as a priority by the school's tracking processes and pastoral systems.*

*We believe that the teaching and learning is the most important driver in the development of our students and that our commitment to the professional development of our staff is the reason why students achieve and attain well. We know that students, at times, require additional support to acquire skills and knowledge and make a preferential option to ensure that additional support is targeted on a needs basis. We recognise that there are further barriers to students' engagement in learning and work to ensure that they attend school and engage in co-curricular activity and the Learning Journey.*

*Our Intent is not simply on narrowing the gap between those who are economically advantaged and those who are not. We are determined to ensure that all students, regardless of background or prior attainment, have the qualifications and attributes necessary to succeed. We use the mantra of unreasonable ambition and ensure equity of opportunity so that all students are prepared for life beyond school and measure our success on what they are doing in the years after they leave Vyners.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Low levels of literacy including vocabulary, in particular reading, upon entry to the school impact on accessibility to the KS3 and 4 curriculum.  |
| 2                | Low aspirations and expectations that impact on points of transition; option taking and post 16 progression further widen the attainment gap between pupil premium students and non pupil premium students |
| 3                | Attendance – the gap between the attendance of pupil premium students and non-pupil premium students remains.  |
| 4                | Opportunities for and engagement in activities that raise cultural capital   |

## 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   |
|---|--|
| Students in receipt of the pupil premium are word rich and are able to access texts commensurate with KS3, 4 and 5.   | Students are able to deduce and infer from a range of texts at all Key Stages. They are word rich and articulate.  |
| Students in receipt of the pupil premium have a range of choices at transition points because they have followed a broad and balanced curriculum and are equipped for the next stage. | There is no within school variation of student outcomes. Numbers of students in receipt of the Bursary Funding increase because of improvements in student outcomes                    |
| Students in receipt of the pupil premium do not have gaps in their learning caused by absences from school  | Pupil premium attendance data at least measures the attendance data of non pupil premium students in the school  |
| Students in receipt of the pupil premium have opportunities to engage in activities that broaden their cultural capital   | Students have engaged in opportunities that have broadened their cultural awareness. They are articulate, aware of themselves in different social contexts and access higher education |

## 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

**Budgeted cost: £66,652**

| Activity                          | Evidence that supports this approach   | Challenge number(s) addressed |
|-----------------------------------|--|-------------------------------|
| Professional Development<br>£7313 | High-quality PD for teachers has a significant effect on pupils' learning outcomes. PD programmes have the potential to close the gap between beginner and more experienced teachers. Evidence suggests that quality PD has a greater effect on pupil attainment than other interventions schools may consider. The Education Policy Institute, 2020 | 1,2,3,4                       |
| Bedrock Literacy Programme -      | The Matthew Effect is a term coined by Daniel Rigney in his book of the same   | 1                             |

|  |  |   |
|--|--|---|
| Years 7 and 8<br><br>Bedrock Learning closes language gaps by explicitly teaching vocabulary in a long-term digital programme.<br><br>£8,218 | name, using a title taken from a passage in the Bible (Matthew 13:12) that proclaims: “The rich shall get richer and the poor shall get poorer.”<br><br>In the context of academic disadvantage, the Matthew Effect suggests that this starts with a vocabulary deficit. By learning vocabulary explicitly students embed vocabulary in their long term memory using retrieval practices |   |
| Family Liaison Officers<br>£50,921   | FLOs assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context. The FLO aims to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and to overcome barriers to learning and participation. This includes monitoring attendance.                                      | 3 |
| Vyners Learning Journey and Super-Curriculum   | In Cultural Literacy (1988), ED Hirsch summarises that “to be culturally literate is to possess the basic information needed to thrive in the modern world”. It follows then that teachers, we need to ensure that along with teaching the content of the curriculum, we are enabling students to function as well-informed individuals well after they leave school                     | 4 |

### Targeted academic support

**Budgeted cost: £33,436**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| My Tutor<br><br>1:1 academic tuition<br><br>£23,436 | The Educational Endowment Foundation research suggests that one to one tuition can prompt on average five additional months of progress. It is noted that it is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. | 2                             |
| Small group tuition<br>£10,000                      | Core curriculum; English, Maths and Science. The Educational Endowment Foundation research finds Small group tuition is most likely to be effective if it is targeted at  | 1,2,3                         |

|  |   |  |
|--|---|--|
|  | pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Tuition runs over a 10 week programme in preparation for transition into Year 11. |  |
|--|---|--|

## Wider strategies

**Budgeted cost: £ 35,242**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| School Counsellor<br>£9,000                            | Counselling can assist students to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.<br>Counselling in schools, a blueprint for the future, DfE 2006  | 2,3                           |
| Glia Learning Mentoring for Year 11 students<br>£3,000 | Understanding of the brain clearly shows that successfully working through challenges is greatly enhanced by understanding, feedback and encouragement. The combination of these help the individual to push to higher levels of achievement and are key ingredients for developing a 'can do' attitude.   | 2,4                           |
| Chromebook Scheme Year 7.<br>£13,242                   | <a href="#">Rapid Evidence Assessment</a> from the Education Endowment Foundation, April 2020<br>Ensuring access to technology is key, particularly for disadvantaged students and families;<br>Peer interactions can provide motivation and improve learning outcomes (e.g., "peer marking and feedback, sharing models of good work," and opportunities for collaboration and live discussions of content);<br>Supporting students to work independently can improve learning outcomes (e.g., "prompting pupils to reflect on their work or to consider the strategies they will use | 1,2,34,                       |

|  |  |  |
|--|--|--|
|  | if they get stuck”, checklists or daily plans); and<br>Different approaches to remote learning suit different tasks and types of content |  |
| Uniform, books, school trips including Duke of Edinburgh fund<br><br>£10,000 |  |  |

**Total budgeted cost: £ 135,330**

## **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 following academic years 2018-19, 2019-20 and 2020 to 2021 academic year.

During the academic years 2019-20 and 20-21, like all schools, Vyners had to be flexible in order to meet the needs of all students including those in receipt of the pupil premium. The following strategies were embedded during the time when students could not be in school;

Technology, including dongles and 110 Chromebooks, was put in all homes to ensure that individual students could access remote learning. The school implemented a [remote learning policy](#) that ensured that teaching continued to reflect the school’s teaching model. The school was subject to external review during this period and outcomes for students in receipt of the pupil premium remained inline with their peers

*The school has benchmarked its remote education plan against the October 2020 DFE Remote Education Good Practice Guidance. The school has an established interactive platform having been a Google School for many years. This has proved beneficial in linking to applications, for example Loom videos. Similarly, the school has been able to maintain core aspects of school life online with live daily tutorials and the delivery of live subject content. Subject Leaders worked with their teams to ensure that the planned remote curriculum remained as true to the curriculum that would have been delivered in school. Teachers use the school’s teaching and learning model to ensure that the delivery of domain knowledge and metacognitive practices are evident in remote learning. The school utilised professional development time in the Autumn term 2020 almost exclusively to prepare staff for the delivery of remote learning and in particular the use of technology.*

Students in receipt of the pupil premium and other identified students were invited to attend school. A core group of students attended school daily taking part in a mixture of online

lessons and in person lessons. This enabled students to keep up with remote learning and be supported in school. The external review noted;

*As per the remote learning policy teachers follow up unsubmitted work with students and parents, they also log concerns on a tracking sheet that is monitored by Subject Leaders, Year Leaders, Family Liaison officers and Senior Leaders.*

The Pastoral Team ensured contact with all students in receipt of the pupil premium particularly if they had not attended daily morning virtual tutorials.

Students were able to engage in remote interventions - for example Bedrock Learning - because of this students in receipt of the pupil premium in current [Year 8](#) and current [Year 9](#) continued to make progress with their literacy during the periods of remote learning.

See below for KS4 outcomes data. From the last year of GCSE exams 2019 through both exam years 21, and 22 students in receipt of the pupil premium perform consistently well. There is a stability between years in relation to Progress 8 and Attainment 8. In the exam series 2019 and centre assessed grades process 2020 students perform above national outcomes. This is likely to be the case for those students subject to teachers assessed grades in 2021.

|                                      | Progress 8  |                       | Attainment 8 |                       | English and Maths 4+ |                       | English and Maths 5+ |                       |
|--------------------------------------|-------------|-----------------------|--------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|
|                                      | DA students | National all students | DA students  | National all students | DA students          | National all students | DA students          | National all students |
| 2018-19<br>(GCSE Exams)              | 0.16        | -0.03                 | 47.17        | 46.9                  | 76%                  | 43.2%                 |                      |                       |
| 2019-20<br>(Centre Assessed Grades)  | 0.1         |                       | 48           | 50.2                  |                      |                       | 81%                  | 49.49%                |
| 2020-21<br>(Teacher Assessed Grades) | 0.47        |                       | 44.93        |                       | 48%                  |                       |                      |                       |

### 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                         |
|----------------------------------|----------------------------------|
| 1:1 online tutoring programme    | My Tutor<br><a href="#">Link</a> |
| Mental Health and Self Awareness | Transform UK                     |

|  |                      |
|--|----------------------|
|  | <a href="#">Link</a> |
|--|----------------------|