

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
School name	DEVIZES SCHOOL
Number of pupils in school	969
Proportion (%) of pupil premium eligible pupils	25.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	31 st December 2022
Date on which it will be reviewed	01.11.2023
Statement authorised by	RACHEL HARPER, PRINCIPAL
Pupil premium lead	SARAH PUNTIS, VICE PRINCIPAL
Governor / Trustee lead	MARIE ASKEY, CHAIR OF GOVERNORS

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,250
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£246,250

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 excellent progress, achieve high attainment across the curriculum and leave our school as respectful, kind and cheerful citizens, able to make a positive contribution to society.

The focus of our pupil premium strategy is to support disadvantaged students but also those classed as vulnerable in other ways (for example Young Carers and those with a social worker) to meet challenging targets and goals – both academically and personally. The core of this approach is high quality teaching with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and for students whose education has been worst affected, including non-disadvantaged students.

A second priority is supporting our most vulnerable students following the intense period of instability caused by the pandemic which has hugely affected their emotional health and well-being, as well as their ability to self-regulate their behaviour. This includes a driving ambition to reinvigorate expectations and motivation for disadvantaged students to attend school, behave in line with expectations and engage in activities to remove barriers to learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure that barriers to learning faced by disadvantaged students are identified early and actions are targeted at the point of need
- ensure that teaching is of the highest quality and with equity as its overriding principle
- focus on supporting students to achieve the highest academic attainment and personal goals possible
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance: Pupil Premium students and specifically those eligible for FSM have significantly lower levels of attendance than their peers and are 4 times as likely to be Persistently Absent. Recent attendance data suggests that attendance of disadvantaged students has been over 5% lower than for non-disadvantaged students. When looking specifically at FSM students, this gap increases to over 7%. In particular, there is a growing issue for students who are at risk of missing school due to issues with behaviour which impacts the attendance of our most vulnerable students.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf .</p>
2	<p>Low levels of literacy: student data indicates that significant numbers of students are below their chronological age for reading. In current Y8, this figure is 74%, in Y9 54% of students are below and in Y10 this figure is 69%. Disadvantaged students are 3 times as likely to be in the below chronological age category. In addition, staff voice has indicated that disadvantaged students lack skill and resilience in completing longer answer written tasks.</p>
3	<p>Trauma & Mental Health: our assessments, observations and student voice feedback plus referrals to counsellor and other student support mechanisms (outside agencies such as CAMHS etc) have tripled for disadvantaged students as a result of partial school closures and lockdowns. This manifests itself in anti-social behaviour and lower motivation levels to engage in challenging tasks/lack of resilience. These findings are backed up by several national studies. (https://www.mentalhealth.org.uk/sites/default/files/scotland-impacts-of-lockdown-summary.pdf)</p>
4	<p>Low levels of numeracy: The numeracy skills of disadvantaged students are significantly below that of national standards. For example in 2021 the CATs Quantitative Mean SAS score was 94.5 and in 2020 it was 97.1. Disadvantaged students make up a disproportionately high proportion of students with scores below the national average score of 100.</p>
5	<p>Low aspirations and limited opportunities to develop Cultural Capital: Our assessments (including pastoral student voice surveys), observations and discussions with students and families have identified that lack of opportunity during the pandemic (and particularly the periods of lockdown and school closure) have led to a reduction in the ability of students and their families to engage in culturally stimulating activities which support the contextualization of in school learning. This contributes to low aspirations, inability to visualise future prospects due to a lack of career guidance, and a reduction in students' abilities to see themselves as Global Citizens and lifelong learners. These challenges particularly affect disadvantaged students, including their attainment.</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
Improved attainment among disadvantaged students at the end of KS4, with a focus on increasing % of	By the end of our current plan in 2024/25, 55% or more of disadvantaged students will achieve Grade

students achieving Grade 4 and Grade 5 in English and maths	4 or above in English and maths (41.9% in 2019, 44% in 2022) and 30% will achieve Grade 5 in English and maths (22.6% in 2019, 26% in 2022).
Improved progress among disadvantaged students across the curriculum at the end of KS4, with a focus on raising Progress 8 scores.	<p>By the end of our current plan in 2024/25, 60% or more of disadvantaged students will achieve a P8 score of 0 or higher (41% in 2019)</p> <p>This underperformance is reflected in the statistics for Wiltshire overall.</p> <p>Progress 8 score for Wiltshire is -0.66 in 2020 – 2021 and is in the 55th percentile.</p>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance for all students being no less than 95%, and the attendance of students in receipt of FSM to be no less than 91% <p>the percentage of all students who are persistently absent being below 12.5% and the figure among disadvantaged students to be no higher than 15%</p>
Improved reading comprehension among disadvantaged students in KS3 & KS4	<ul style="list-style-type: none"> Reading comprehension tests demonstrate that the number of students below chronological reading age is no higher than 10% for any KS3 class. At KS4 - English results improve to +0.2 Progress as a result of better literacy. All exam results improve as reading capability and ability to sustain written work for longer increases, particularly amongst male FSM students. <p>Teachers of students at all Key Stages should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among 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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Guided Reading and Accelerated Reader. Training for tutors and all staff in the increase of whole school strategies</p> <p>Specific small group Guided Reading for less confident readers as well as reading programmes such as DISTAR for those below chronological age in reading.</p>	<p>When students are strategically and explicitly exposed to and expected to use the verbal and written Tier 2 and Tier 3 vocabulary, this has been shown to dramatically increase literacy skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Lower attaining students appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Small group reading interventions provide students with an opportunity to close gaps and access curriculum content more easily</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Focus on disadvantaged and SEND students through appropriate deployment of TAs / HLTAs</p>	<p>Research has shown that, specifically in maths, the use of mastery learning techniques have consolidated learning e.g. Numeracy NINJA for KS3 students now used each lessons, new SoW that has a spiral curriculum introduced.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The use of digital technologies has been proven to support an individualised approach to learning maths e.g. Dr Frost as a digital tech in place and fully embedded with high level of student engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>An adapted curriculum for students who are less confident to provide more consolidation on key building</p>	<p>1, 4</p>

	<p>blocks for success with a more personalised and targeted approach to the use of TAs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Incremental coaching for all subject areas to be established through extensive training (resulting in teacher release time) to support key areas of the curriculum with a focus on delivering useful feedback and planning effective learning sequences.</p> <p>Support from the MAT in the form of Subject Lead Specialists in English, Maths & Science plus the support from an external Behaviour Expert will support the shift in behaviour for learning needed to ensure that students are more effective learners.</p> <p>Secondment of a VP from another school to be used to drive forward improvements in pedagogy and deliver training to support better teaching across the school.</p>	<p>Planning teaching using specific TLAC strategies (Do Now, Deliberate Practice, Right is Right, Silent Solo etc) as well as improved behaviour for learning through STEPS, SLANT & SHAPE</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Adaptation of a varied range of feedback types (in particular targeted use of verbal feedback) has been shown to have a positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 4, 5

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition and 1:1 mentoring – training, support and payment for these interventions (after school) using school staff and NTP tutors</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Some studies have found more positive impacts from mentoring for students from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 2, 4, 5

	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. One to one tuition and small group tuition are both effective interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
Targeted Literacy and Numeracy Summer School to support Y6 to Y7 transition	<p>Summer schools that include an intensive teaching component such as using small group or one to one approaches have higher impacts, on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	2, 4, 5
<p>Personalised curriculum for individual students with additional behavioural needs – specifically those caused by lockdowns/school closures.</p> <p>Funding of salaries for AP Aspire staff (bespoke on site alternative curriculum unit) to include 1:1 mentoring, small group maths, English and Science tuition and mental health support through our Mental Health Lead worker.</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	ALL
Training, revision guides, software, hardware and online programmes to support independent learning for students affected by self-isolation or other prolonged absences. (e.g. Show My	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	ALL

Homework, Dr Frost, Language Gym and the provision of laptops and other equipment as needed)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 46,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance incentives based on embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance/support officers and Pastoral Leaders have been appointed and will receive regular training to improve attendance.</p> <p>Software to track attendance purchased (SolTracker, Arbor and KKS)</p>	<p>Research shows that to really sustain an improvement in attendance at an individual level, there needs to be support for targeted students. This allows schools to understand and address the specific issues that are blocking individual student attendance and intervene when they start to show signs of falling off track.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1, 3, 5
<p>Targeted mentoring to support KS4 students to self-regulate behaviours and attitudes to learning via external and internal mentors</p>	<p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	ALL
<p>Thrive training for staff to support students with additional mental health needs.</p> <p>This involves Thrive lead practitioner training via https://www.annafreud.org/ and release time for staff to engage in ongoing training.</p> <p>Use of a paid external School Counsellor.</p>	<p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 3, 5
<p>Careers and Widening Participation events supported by University Outreach and</p>	<p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to</p>	1, 2, 4, 5

<p>Careers advisor working with disadvantaged students.</p> <p>Aspirational events and visits to build cultural capital for disadvantaged students, especially those who have not been able to access these during school closures and national lockdowns.</p>	<p>be more effective than intervening to change the aspirations themselves.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>ALL</p>

Total budgeted cost: £ £246,250

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

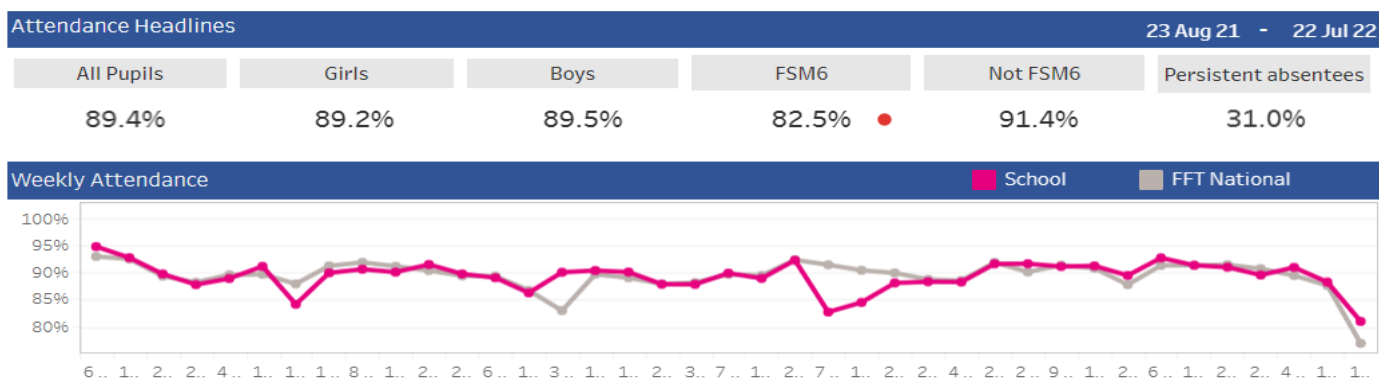
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our externally validated assessments during 2021/22 indicates that the performance of disadvantaged students was significantly lower than that of non-Disadvantaged Learners in key areas of the curriculum, specifically subjects with high concentration of literacy and numeracy. The P8 score for DLs was -0.7 compared to -0.17 as a whole school, with 44% gaining grade 4+ & 26% gaining grade 5+ in English and maths (an increase on 2019 of 2.1% and 3.4% respectively). 7% of Disadvantaged Learners achieved EBACC grade 5+.

In Sept 2021, we identified that student reading ages demonstrated that significantly more disadvantaged students have reading ages below their chronological age than in previous years. This trend has continued with the new Y7 entry from Primary School where 45% of all students have a reading age below 11 years according to data collected in Sept 2022.

When tracking the Reading ages in 2021 – 2022, data from Apr/May 2022 demonstrates that average reading ages for last year's Y8 were 6months below chronological age, Y9 were 16months below chronological age and Y10 were 19months below chronological age. Between Sept 2021 and Apr 2022, students' reading ages increased by 6 months on average in Y7, 7months on average in Y8 and 2 months on average in Y9. The recently introduced Guided Reading plan for all students in Y7 – Y10 (Sept 2021), plus reinvigoration of the Accelerated Reader programme for Y7 – Y9 has had initial positive impact through an increase in the number of students successfully reading books through the number of completed AR quizzes (from 500 in Nov 2020 to 1555 in Nov 2021 and 4107 quizzes from 5th September 2021 – 28th March 2022). Student voice suggests that there is now greater awareness of Tier 2 vocabulary and the importance of reading. (A survey in July 2022 indicated that 56% of students said that they were more aware of Tier 2 vocab) although there is stagnation of progress for older students. This year, the programme is being adapted to provide more targeted support for less confident readers.

The turbulence of the academic year 2021 – 2022 is reflected in the attendance statistics. According to the FFT Aspire tracker, our school was just below the average for all schools nationally.

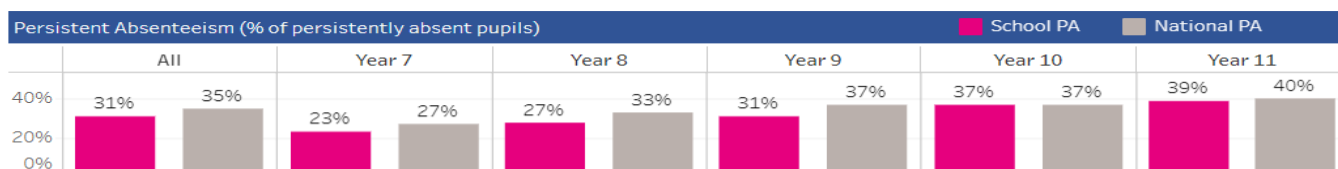


However, one can see that those who were eligible for FSM were significantly less likely to attend than those who weren't (difference of -2.4% against schools nationally), particularly in KS4. Through analysis of data for reasons for absence and student voice of non-attenders, it is clear that some of this is due to the

legacy of school lockdowns and COVID. However, it therefore suggests that more needs to be done to tackle the mental health and anxieties that students have around coming to school as well as their self-regulation around expectations of behaviour.

Attendance breakdown			23 Aug 21 - 22 Jul 22					
All Pupils	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
All Pupils	865	School	89.4%	92.6%	90.4%	90.6%	86.9%	85.0%
		FFT National	89.7%	91.7%	90.3%	89.3%	88.8%	88.1%
		Difference	-0.4%	+0.9%	+0.1%	+1.3%	-1.9%	-3.1%
Gender			All	Year 7	Year 8	Year 9	Year 10	Year 11
Female	433	School	89.2%	92.1%	90.4%	90.5%	87.2%	84.8%
		FFT National	89.4%	91.8%	90.1%	88.8%	88.2%	87.3%
		Difference	-0.2%	+0.3%	+0.3%	+1.7%	-1.0%	-2.5%
Male	432	School	89.5%	93.0%	90.5%	90.7%	86.6%	85.2%
		FFT National	90.1%	91.6%	90.5%	89.7%	89.4%	88.8%
		Difference	-0.5%	+1.4%	0.0%	+1.0%	-2.8%	-3.6%
FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	179	School	82.5%	89.1%	84.4%	85.8%	75.1%	75.3%
		FFT National	84.9%	88.1%	85.6%	83.9%	83.0%	82.5%
		Difference	-2.4%	+1.0%	-1.3%	+1.9%	-7.8%	-7.2%
Not FSM6	686	School	91.4%	93.7%	91.8%	92.0%	89.9%	88.4%
		FFT National	91.3%	93.0%	91.9%	91.0%	90.6%	89.7%
		Difference	0.0%	+0.6%	-0.1%	+1.0%	-0.7%	-1.2%

Overall, our Persistent Absentee rate was lower than that of schools nationally in all year groups (except Y10 which was on a par with the national figure):



Our internal data suggests that there is still a significant discrepancy between those who are PA and in receipt of PPG compared to other students. Improving attendance through removing barriers to learning remains a high priority.

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

Service pupil premium funding (optional)

We use the SPG for the 32 students who are eligible to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Dedicated Pastoral Leader support in each year group
What was the impact of that spending on service pupil premium eligible pupils?	Student voice reports indicate that students feel supported in school.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Encouraging attendance at high quality extra-curricular activities (e.g. Duke of Edinburgh) and after-school clubs (including homework club) and positively promoting this to disadvantaged students to enable them to attend. This will focus on building life skills such as confidence, resilience, and developing social skills.
- Ensuring disadvantaged and vulnerable students and their parents understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- Providing high quality revision sessions and learning opportunities outside of the school day including during school holidays to support those anxious or struggling to cope with exam based pressures.
- Parent revision sessions to help them better support their children to work at home
- STOP Parenting classes for invited parents to support them with managing their children's behaviours at home

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, lesson drop ins, student pursuits, work scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in school similar to ours and work closely with the other schools in our MAT to share and learn from other successful approaches.

We read several books and reports including "Addressing Educational Disadvantage in schools and Colleges – The Essex Way" (edited by Marc Rowland) and "Making kids cleverer" (by David Didau) about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.