

PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pendle Vale College
Number of pupils in school	1051
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Oliver Handley Headteacher
Pupil premium lead	Sadie Williams, Deputy Headteacher
Governor / Trustee lead	Alison Malcolm, Vice Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325 995
Recovery premium funding allocation this academic year	£0
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	£325 995

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

Pendle Vale utilises a variety of interventions as part of our PPG spending. The school draws on research evidence (such as the Sutton Trust toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. The spend is broadly divided into the following areas:

- **Quality first teaching:** A great deal of staff development time has been spent on enhancing our capabilities regarding delivering effective feedback, Oral language interventions and Metacognition and self-regulation. These low-cost strategies support the development of more autonomous learners.
- **Targeted Academic Support:** Students have access to one to one tuition where students receive intense individual support. Various external interventions take place including revision and study days and after school booster classes. PPG enables identified students to access these events at reduced or zero cost.
- **Wider Aspects:** additional off-site activities such as Outdoor Adventure Learning and a programme Character Education are subsidised through our PPG for targeted students. Such activities have positive impacts on self-confidence, self-efficacy and motivation. Our PPG grant subsidises our comprehensive social and emotional learning (SEL) interventions. This is employed across all key stages and ensures PPG students receive bespoke emotional, safeguarding and counselling support as required. Pendle Vale invests significantly in a large team of behaviour intervention specialists who improve outcomes by reducing challenging behaviour, from low-level interruption right through to aggression, violence and general anti-social activities.

All of the above is available to SEN students. A crucial element of our PPG intervention for SEN is working closely with our families. We believe this is vital in developing an understanding of how best to support children's education, and at the same time supporting the family's development as a whole as often the capacity to support their children can be more limited in scope.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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	<u>Attainment</u> : The English attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments and national standardised assessments suggest that many pupils joining school below the national average. ed to X - Y% of their peers.
2	<u>Attainment</u> : The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments and national standardised assessments suggest that many pupils joining school below the national average.
3	<u>Achievement</u> : The % of disadvantaged pupils achieving 5+ in both English and maths is generally lower than that of their peers.
4	<u>Achievement</u> : The overall progress of disadvantaged pupils is generally lower than that of their peers.
5	<u>Attendance</u> : Attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils; 38% of disadvantaged pupils have been 'persistently absent' in 22-23. These students often lack family aspiration in terms of educational development and present lower attendance and less developed learning skills. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	<u>Behaviour</u> : Our assessments, observations and discussions suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in differences in the rate at which students are suspended from school, compared to their peers.
7	<u>Learning</u> : Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
8	<u>Access to the wider curriculum</u> : our analysis and understanding of our community and demographic tells us that there are social factors that make focusing on school work difficult, such as poorer housing, overcrowding and family tensions, and stresses and anxieties which commonly go alongside poverty and low income. Some families lack the money to engage fully in extra-curricular activities, risking social exclusion and reduced access to enriching experiences.
9	<u>Reading & literacy</u> : Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.

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 pupils across the curriculum at the end of KS4.	<p>By the end of our current plan in 2026/27, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 year this figure was 10-17%.</p> <p>2026/27 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> ▪ an average Attainment 8 score of 44.5 ▪ an EBacc average point score of 4.11
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a reduction in the difference in recorded events per pupil and difference in rate of suspensions
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Sustained high levels of literacy from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. • an increased Attainment 8 score

Year 7 Intended outcomes

Intended outcome	Success criteria	2024 – 2025			
			1	2	3
A	The average attainment score for dis. students in English is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
B	The average attainment score for dis. students in mathematics is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
C	The % of dis. students on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks.	Dis PVC			
		Y11 National			
D	The indicative P8 score for dis. students is the same or higher than of other students at PVC.	Dis PVC			
		Other PVC			
E	Dis. students in to have an indicative progress 8 score of +0.5 by the end of Year 7.	Dis PVC			
		Y11 National			
F	Attendance of dis. students is at least in line with that of all students nationally.	Dis PVC			
		National all			
G	Attendance of dis. students is at least in line with that of other students at PVC.	Dis PVC			
		Other PVC			
H	% of students with one of more FTEs is at least in line with that of all students nationally.	Dis PVC			
		National all			
I	% of students with one of more FTEs is at least in line with or less than all students at PVC.	Dis PVC			
		Other PVC			
J	Average number of recorded events is in line or less than other students at PVC.	Dis PVC			
		Other PVC			

Year 8 Intended outcomes

Intended outcome	Success criteria	2024 – 2025			
			1	2	3
A	The average attainment score for dis. students in English is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
B	The average attainment score for dis. students in mathematics is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
C	The % of dis. students on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks.	Dis PVC			
		Y11 National			
D	The indicative P8 score for dis. students is the same or higher than of other students at PVC.	Dis PVC			
		Other PVC			
E	Dis. students in to have an indicative progress 8 score of +0.5 by the end of Year 8.	Dis PVC			
		Y11 National			
F	Attendance of dis. students is at least in line with that of all students nationally.	Dis PVC			
		National all			
G	Attendance of dis. students is at least in line with that of other students at PVC.	Dis PVC			
		Other PVC			
H	% of students with one of more FTEs is at least in line with that of all students nationally.	Dis PVC			
		National all			
I	% of students with one of more FTEs is at least in line with or less than all students at PVC.	Dis PVC			
		Other PVC			
J	Average number of recorded events is in line or less than other students at PVC.	Dis PVC			
		Other PVC			

Year 9 Intended outcomes

Intended outcome	Success criteria	2024 – 2025			
			1	2	3
A	The average attainment score for dis. students in English is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
B	The average attainment score for dis. students in mathematics is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
C	The % of dis. students on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks.	Dis PVC			
		Y11 National			
D	The indicative P8 score for dis. students is the same or higher than of other students at PVC.	Dis PVC			
		Other PVC			
E	Dis. students in to have an indicative progress 8 score of +0.5 by the end of Year 9.	Dis PVC			
		Y11 National			
F	Attendance of dis. students is at least in line with that of all students nationally.	Dis PVC			
		National all			
G	Attendance of dis. students is at least in line with that of other students at PVC.	Dis PVC			
		Other PVC			
H	% of students with one of more FTEs is at least in line with that of all students nationally.	Dis PVC			
		National all			
I	% of students with one of more FTEs is at least in line with or less than all students at PVC.	Dis PVC			
		Other PVC			
J	Average number of recorded events is in line or less than other students at PVC.	Dis PVC			
		Other PVC			

Year 10 Intended outcomes

Intended outcome	Success criteria	2024 – 2025			
			1	2	3
A	The average attainment score for dis. students in English is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
B	The average attainment score for dis. students in mathematics is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
C	The % of dis. students on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks.	Dis PVC			
		Y11 National			
D	The indicative P8 score for dis. students is the same or higher than of other students at PVC.	Dis PVC			
		Other PVC			
E	Dis. students in to have an indicative progress 8 score of +0.5 by the end of Year 10.	Dis PVC			
		Y11 National			
F	Attendance of dis. students is at least in line with that of all students nationally.	Dis PVC			
		National all			
G	Attendance of dis. students is at least in line with that of other students at PVC.	Dis PVC			
		Other PVC			
H	% of students with one of more FTEs is at least in line with that of all students nationally.	Dis PVC			
		National all			
I	% of students with one of more FTEs is at least in line with or less than all students at PVC.	Dis PVC			
		Other PVC			
J	Average number of recorded events is in line or less than other students at PVC.	Dis PVC			
		Other PVC			

Year 11 Intended outcomes

Intended outcome	Success criteria	2024 – 2025			
			1	2	3
A	The average attainment score for dis. students in English is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
B	The average attainment score for dis. students in mathematics is in line with that for other students at PVC.	Dis PVC			
		Other PVC			
C	The % of dis. students on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks.	Dis PVC			
		Y11 National			
D	The indicative P8 score for dis. students is the same or higher than of other students at PVC.	Dis PVC			
		Other PVC			
E	Dis. students in to have an indicative progress 8 score of +0.5 by the end of Year 11.	Dis PVC			
		Y11 National			
F	Attendance of dis. students is at least in line with that of all students nationally.	Dis PVC			
		National all			
G	Attendance of dis. students is at least in line with that of other students at PVC.	Dis PVC			
		Other PVC			
H	% of students with one of more FTEs is at least in line with that of all students nationally.	Dis PVC			
		National all			
I	% of students with one of more FTEs is at least in line with or less than all students at PVC.	Dis PVC			
		Other PVC			
J	Average number of recorded events is in line or less than other students at PVC.	Dis PVC			
		Other PVC			

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: £31 577

Activity	Evidence that supports this approach	Challenge addressed
External examiners and input	Feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn to inform understanding of their specific strengths and areas for improvement. Evidence .	1, 2, 3, 4
Period 6 Pendle Vale Knowledge: Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Explicit teaching of metacognitive and self-regulatory strategies encourages pupils to practise and use these skills more frequently in the future independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Evidence . The impact of extending school time is about an additional three months' progress influenced by the targeted use of before and after school programmes. In addition to providing academic support, Period 6 provides a stimulating environment and activities to develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. Evidence .	7, 8, 9
Key reads Improving literacy in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund CPD to deliver this.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Evidence . Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. Evidence . Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective challenge. Evidence .	1, 9
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

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

Budgeted cost: £115,352

Activity	Evidence that supports this approach	Challenge addressed
<p>Literacy interventions</p> <p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan. Evidence.</p>	9
<p>Learning Mentors, Coaching & tuition</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps supports low attaining pupils or those falling behind, evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Evidence.</p> <p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition to make effective progress by providing intensive, targeted academic support. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Evidence.</p>	1, 2, 3, 4

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

Budgeted cost: £179,066

Activity	Evidence that supports this approach	Challenge addressed
Attendance Staffing Staff will get training and time to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Embedding principles of good practice set out in DfE's Improving School Attendance advice.	5
Pastoral days & enrichment	Arts participation impacts outcomes in English, mathematics and science and other areas of the curriculum and offers a route to re-engage older pupils. Positive attitudes to learning and increased well-being have been reported. Evidence . Pastoral days provide opportunities for: guidance on knowledge, skills, and characteristics required to achieve future goals; activities to support self-esteem, motivation and self-efficacy; pupils to encounter new experiences; additional academic support; and outdoor adventure learning. Evidence .	1, 2, 3, 6, 8
Subsidies	School uniform policies complement the development and support of whole school culture assisting pupil discipline and motivation. Core components include staff holding high expectations of pupils' behaviour and reflects the values and culture of the school. Evidence .	6, 8
Behaviour staffing Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.	CBT can have a high impact on behaviours. Evidence . CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression. Evidence . Weaker SEL skills are likely to influence a range of outcomes and are linked with poorer mental health and lower academic attainment. Interventions improve skills and therefore support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, supporting academic attainment. Evidence . Evidence .	6, 8
Teaching assistant staffing	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help overcome barriers to learning and 'catch-up'. Evidence .	1, 2, 3, 4

Total budgeted cost: £325,995

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 2023 to 2024 academic year.

Our internal assessments during 2023/24 suggested that disadvantaged students made broadly the same progress as their peers, attainment between these two groups was also comparable. made more progress, the attainment of disadvantaged pupils was lower than in the of their peers across the curriculum. EBacc entry was 39% for disadvantaged students, higher than the national average.

Our assessment of the reasons for these outcomes points primarily to the disruption to education that persists due to Covid-19, which disrupted all subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2023/24 was lower than in the preceding years but was higher than the national average (according to FFT and DfE data). We know there is a strong correlation between attendance and outcomes and this is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health continue to be significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Programme	Provider	
Pastoral Days	We're a Knockout	Sea Life Blackpool
	Tim Deighton (Mountain Leader)	Burwain Sailing Club
	Wasted Lives	Coldwell Activity Centre
	Liverpool John Moore University	Whitehough Activity Centre
	High Points	
	Helen Carrol (Yoga)	
	Positive You	
	Resolution Hive	
	Prison Me No Way	
Enrichment	AIMEd	
	School of Sign	
CEIAG	M-Ploy	University of Cumbria
	Nelson & Colne College	University of Lancaster
	University of Bolton	Lancashire Careers Hub
	Incorporating Inspira	
Misc	Healthier Heroes	Martin Mere
	Burnley Youth Centre	Trafford Centre
	Burnley Football Club / Burnley Football Club in the Community	
	Myerscough College	
	Pendle Borough Council	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activities not funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for all pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive, 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 pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) , plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), building life skills, confidence, resilience, and socialising.

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 also commissioned a pupil premium review to get an external perspective. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports and studies 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 pupils. 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 pupils.