

Pupil premium strategy statement – Pendle Vale College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1051
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	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 Cockroft, Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323 710
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£323 710

Part A: Pupil premium strategy plan

Statement of intent

Our PP plan must prioritise great teaching and targeted tutoring in English/Maths while addressing oracy, careers guidance, attendance, and poverty-related barriers, and must be implemented with EEF's staged approach for fidelity and sustainability.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment in a broad and ambitious curriculum.

Pendle Vale utilises a variety of interventions as part of our PPG spending. The school draws on research and 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:

- Teaching and Developing Effective Practice
- Targeted Academic Support and Active
- Wider Aspects and Securing Excellent Outcomes

All of the above is available to SEN students. A crucial element of our PPG intervention for SEN is working closely with our families to support children's education, while supporting the family's capacity to support their children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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	Attainment gap remains wide and stubborn: Nationally, progress on closing the gap stalled before the pandemic and then ten years of gains were wiped out; disadvantaged pupils are far less likely to reach key GCSE thresholds. In 2024, only 25.8% of disadvantaged pupils achieved grade 5+ in English & maths, vs 53.1% of non-disadvantaged peers—underscoring the need for sustained, focused support. Students enter Pendle Vale typically below the national average.
2	Attendance and persistent absence remain lower: Attendance outcomes for disadvantaged children are significantly worse, with substantially higher rates of severe absence and permanent exclusions. These disparities contribute to the widening gap in achievement and increase the risk of pupils falling out of mainstream education. The number of students eligible for the Pupil Premium at Pendle Vale is approaching 40% and has increased significantly over the last 4 years.
3	Funding and capacity pressures: Ending the National Tutoring Programme has reduced tutoring access even as evidence shows it's one of the highest-impact supports for disadvantaged pupils. Pendle Vale has managed to retain additional staffing to support attendance, safeguarding, maths, English, and literacy.
4	Regional inequities & collaboration: Regional disadvantage gaps persist; where local actors, outcomes improve—arguing for MAT/local partnership around evidence-led practice. Pendle Vale serves the more deprived parts of Lancashire and some of its most economically challenged zones, it serves several of the most deprived areas and was among the most deprived 20% of lower-tier local authorities nationally. Pendle suffers from high levels of income, employment and health deprivation, with children and older adults also significantly affected compared to national averages especially in areas of income and health.
5	Life skills and oracy matter but are underprovided: Teachers overwhelmingly value life skills and oracy, yet 48% of state teachers report not enough time to develop them; state schools report fewer debating opportunities and varying staff training in oral language interventions. Pendle Vale deliberately seeks to improve teaching and learning in these aspects. Students arrive at Pendle Vale with limited 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
Raise KS4 attainment in English & Maths [suttontrust.com]	+6–8pp increase in PP students achieving grade 5+
Improve progress: Utilise stronger instruction and tutoring. [suttontrust.com]	PP Progress 8 uplift of +0.20,
Improve literacy & life skills: Embed literacy in teaching; provide staff CPD and small-group oral language interventions each term for PP cohorts. [suttontrust.com]	Increase in number of PP students in Education, Employment or Training post-16
Improve careers equity: Meet/exceed Gatsby benchmarks via 1:1 guidance and employer encounters/work experience. [suttontrust.com] ,	Specialist 1:1 guidance for all PP students 100% engagement with employer encounters / work experience
Raise attendance & wellbeing: Utilise evidence-based pastoral and anti-poverty support. [suttontrust.com]	Reduce PP persistent absence by 3pp
Support effective self-regulation and pro-social behaviours	Reduce PP suspension rate by 2pp
Support attainment and progress of high-attaining (“at risk of under-performance”) PP strand: Identify and protect high-attaining disadvantaged with tailored extension, and mentoring. [suttontrust.com] .	PP Progress 8 uplift of +0.20,

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching and Developing Effective Practice

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional core: <ul style="list-style-type: none">Focus CPD on the two most powerful factors:<ul style="list-style-type: none">(a) Pedagogical content knowledge—anticipating misconceptions and evaluating pupil thinking;(b) Quality of instruction—effective questioning, formative assessment, explicit modelling, scaffolding, spaced & retrieval practice.Phase out low-impact myths (lavish praise, unguided discovery, ability grouping, “learning styles”), replacing them with well-evidenced routines.	[suttontrust.com] [suttontrust.com]	1, 5
Staff development & retention <ul style="list-style-type: none">Weekly subject “misconception clinics” and coaching cycles; align with EEF’s implementation guidance (plan, do, monitor, sustain).Respond to teacher recruitment cold-spots by bolstering in-house expertise, creating attractive development offers and working closely with ITT providersIntegrate PP actions into the School Improvement Plan, reviewed termly; engage staff, governors and pupils in co-design to build genuine ownership.	[suttontrust.com] [suttontrust.com]	1, 2, 3, 4, 5

Targeted academic support and Active Participation

Budgeted cost: £91 983

Activity	Evidence that supports this approach	Challenge number(s) addressed
English & Maths tutoring <ul style="list-style-type: none"> Cycles: 10–12 weeks; prioritise PP students at grade 3–4 boundary (Y10–Y11); small-group (1:3–1:5) as default with 1:1 for highest need. Rationale: In-school tutoring substantially widened access for poorer pupils during NTP; with NTP ended, the evidence base for 1:1 and small-group progress gains is strong; 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. 	[suttontrust.com] [suttontrust.com] Evidence.	1, 5
Oracy & literacy support <ul style="list-style-type: none"> Targeted oral language groups outside lessons for PP students with lower speaking confidence; staff training in oral language pedagogy. Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. 	[suttontrust.com] Evidence.	1, 5
Teaching assistant staffing <ul style="list-style-type: none"> 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, 5

<p>Scalable innovations (Third Space Learning)</p> <ul style="list-style-type: none"> ▪ Sparx maths tutoring to extend reach cost-effectively while maintaining pedagogy consistency; build a QA framework to monitor dosage, fidelity and impact. ▪ Study Saturday for Y11 and Summer school for Y7, targeted at PP cohorts focusing on revision/enrichment, overseen by internal Team Leads. 	<p>Evidence</p> <p>Evidence</p> <p>Evidence</p>	<p>1, 2, 3, 4</p>
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Wider strategies and Securing Excellent Outcomes

Budgeted cost: £216 727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy & life skills whole-school strand <ul style="list-style-type: none"> Appoint a Literacy Lead; implement a whole-school literacy strategy (structured talk protocols; debate/public speaking clubs), responding to the time/training barriers teachers report 	[suttontrust.com] [suttontrust.com]	1, 4, 5
High-quality careers guidance <ul style="list-style-type: none"> Ensure specialist personal guidance for PP students; expand work experience and employer encounters; strengthen curriculum-linked careers in every subject. Address common barriers (staff time, funding) by using PP to target PP cohorts where equity gaps are largest. 	[suttontrust.com] [suttontrust.com]	4, 5
Attendance, poverty & wellbeing <ul style="list-style-type: none"> Attendance 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 advice. Evidence-based attendance mentoring for PP persistent absentees, tied to tutoring eligibility and pastoral plans. PP-funded breakfast club and hardship support (transport, uniform, revision guides) to mitigate cost-of-living pressures linked to hunger, access and engagement. Fund free school meals 	Improving School Attendance [suttontrust.com] [suttontrust.com]	2

<p>Behaviour and regulation</p> <ul style="list-style-type: none"> 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. CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression. 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. School utilises aspects of the PP funding to support student mental health, well being and pastoral staffing. 	<p>Evidence</p> <p>Evidence</p> <p>Evidence</p> <p>Evidence</p>	<p>4</p>
<p>Admissions fairness</p> <ul style="list-style-type: none"> Work with MAT/local partners on the Fair School Admissions Pledge (prioritise PP applicants as an over-subscription criterion) to reduce social segregation and balance intakes Subsidies for school uniform to 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. 	<p>[suttontrust.com]</p> <p>Evidence.</p>	<p>2, 4</p>
<p>Pastoral days & enrichment</p> <ul style="list-style-type: none"> 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. 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. 	<p>Evidence.</p> <p>Evidence.</p>	<p>5</p>

<p>Contingency fund for acute issues.</p> <ul style="list-style-type: none"> ▪ 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
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Total budgeted cost: £323 710

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

		22/23	23/24	24/25
Improved attainment	EBacc Entry	38.7%	+0.8%	+2.9%
	Attainment 8	39.1	+0.3	-0.2
	EBacc APS	3.4	+0.1	-0.1
Achieve and sustain improved attendance	Absence Rate	10.2%	-0.9%	+1.2%
	Gap	3.7%	-1.2%	+1.6%
	Persistent absence	32.5%	-25.9%	+3.3%
	Gap	8.5%	-35.3%	+13.8%
Achieve and sustain self-regulation and improved well being	Recorded Events	-9.4	+0.1	+4.55
	Suspension rate	+4.0%	-2.3	-2.3

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	Resolution Hive
	Helen Carrol (Yoga)	Prison Me No Way
	Positive You	
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	Pendle Borough Council
	Myerscough College	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The Service Pupil Premium was received for two students last year and spent in line with the above strategies
The impact of that spending on service pupil premium eligible pupils
The Service Pupil Premium students secured good levels of attendance, behaviour, attainment and progress across the last academic year.