

## 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   | Amber Valley and Erewash |
| Number of pupils in school  | 150 maximum              |
| Proportion (%) of pupil premium eligible pupils   | 73%                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 - 2022              |
| Date this statement was published   | 30/09/2021               |
| Date on which it will be reviewed   | 30/09/2022               |
| Statement authorised by   | Tom England              |
| Pupil premium lead  | Tom England              |
| Governor / Trustee lead   | Chris Greenhough         |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £74,059 |
| Recovery premium funding allocation this academic year  | £16,965 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <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 | £91,024 |

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

Pupils to have bespoke timetables available to them to meet their needs: Timetables to be devised to meet individual pupils needs. Clear intent per pupil. Improved engagement and behaviour through individualised timetables and bespoke curriculum offer. Outcomes and progress in line with non-PP pupils. Increased attendance. Pupils to have vocational experiences where appropriate to help to prepare PP pupils for post 16 planning.

Pupils to meet their individual ILP and academic targets and achieve outcomes: Pupils meeting ILP targets, making progress in line with non-PP pupils and KS4 outcomes on par with the rest of the cohort.

Pupils to have a broad range of lessons delivered with high quality resources, equipment and facilities to increase engagement in learning: Broadened curriculum offer in Science, Art and PE. Increased engagement and achievement through high quality lesson planning across a variety of subjects.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Gaps in pupil knowledge due to historical poor attendance                   |
| 2                | Poor engagement and behaviour which lead to further gaps in pupil knowledge |
| 3                | Poor mental health, wellbeing and social skills which hinders learning      |

## 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   |
|---|--|
| Pupils to have bespoke timetables available to them to meet their needs | Timetables to be devised to meet individual pupils needs. Clear intent per pupil.<br>Improved engagement and behaviour through individualised timetables and bespoke curriculum offer. |

|  |   |
|--|---|
|  | <p>Outcomes and progress in line with non PP pupils.</p> <p>Increased attendance.</p> <p>Pupils will have vocational experiences where appropriate to help to prepare PP pupils for post 16 planning.</p> |
| Pupils to meet their individual ILP and academic targets and achieve outcomes  | Pupils meeting ILP targets, making progress in line with non PP pupils and KS4 outcomes on par with the rest of the cohort.   |
| Pupils to have a broad range of lessons delivered with high quality resources, equipment and facilities to increase engagement in learning | Broadened curriculum offer in Science, DT, Art and PE. Increased engagement and achievement through high quality lesson planning across a variety of subjects.  |

## 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: £ 12,000.00

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Improve the quality of teaching and learning through new approaches to learning e.g. metacognition and self-regulation.</p> <p>Enhance curriculum areas with specialist subject coordinators.</p> <p>Enhance senior leader professional development via NPQ qualifications to support quality of teaching, behaviour and culture.</p> | <p>Education endowment fund toolkit – Metacognition and self-regulation.</p> <p>Teacher quality is the biggest determinant of pupil outcomes, making professional development for educators a key means of improving education standards and outcomes for children and young people. National professional Qualifications (NPQs), a national, voluntary suite of qualifications, are therefore designed to support the professional development of teachers and education leaders, and have recently been reformed to enhance their effectiveness in developing teachers' and leaders' practice:</p> <p>Leading teaching: developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase.</p> | 1, 2                          |

|  |   |  |
|--|---|--|
|  | Leading behaviour and culture: developing teachers who have responsibilities for leading behaviour and culture. |  |
|--|---|--|

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

Budgeted cost: £ 59,899

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Improve the quality of 1:1 teaching by increasing internal staff numbers to reduce commissioning of external 1:1 tuition. | Education endowment fund toolkit – one to one tuition and reducing class sizes.                           | 1, 2                          |
| Develop and enhance range of interventions specific to pupils needs such as Catch-up Literacy, Catch-up Numeracy          | Education endowment fund toolkit – Teaching assistant interventions and reading comprehension strategies. | 1, 2                          |

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

Budgeted cost: £19,125.00

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| 'Think for the Future' behaviour and resilience mentoring.   | Education Endowment Fund Teaching Tool Kit – Behaviour interventions   | 3                             |
| Mental Health First Aid staff training. Work to achieve the silver Carnegie Mental Health Award for the academy. | <a href="https://mhfaengland.org/organisations/youth/">https://mhfaengland.org/organisations/youth/</a><br>Create competent and confident workplace MHWB first aiders who are able to spot the signs and respond to the mental and physical health needs of a person experiencing a mental health issue. | 3                             |
| Breakfast provision  | Studies show that good nutrition leads to improved classroom performance and better behaviour.   | 3                             |

|  |   |  |
|--|---|--|
|  | <a href="https://www.family-action.org.uk/what-we-do/children-families/breakfast/">https://www.family-action.org.uk/what-we-do/children-families/breakfast/</a> |  |
|--|---|--|

**Total budgeted cost: £** £74,059.00

## 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 2020 to 2021 academic year.

**Improving attendance:** The whole academy attendance by the end of term 5 was on average 76%. The pupil premium cohort was 75%. Overall 77% of pupils made progress in their attendance from their incoming attendance. The pupil premium cohort had 78% of their pupils who made progress from their baseline.

**Development of pupil mental health and wellbeing:** AVESC achieved the Carnegie Mental health Bronze Award, 86 pupils completed the wellbeing questionnaire. Of the 86 pupils 17 had high wellbeing, 38 average wellbeing and 31 low wellbeing. Of the 86 only 37 completed the questionnaire again. Of the 37, 21 improved their wellbeing (57%).

**1:1 specialised tuition for Maths and English:** There was a total of 3779 one to one sessions timetabled and delivered by the Alternative Provision Team. Y11 attendance increased from 39% on incoming to 73.5%. 95% of the Y11 cohort achieved outcomes in English and/or Maths.

**Assistant Headteacher to increase from a 0.6 to 0.8 contract:** Successfully managed and inducted new staff members. Reducing keyworker caseloads from 15 pupils to 8 to support teaching and learning outcomes.

**Interventions:** All pupils at key stage two met their end of year target for maths. 88% of pupils at key stage three met their end of year target for maths. Whole academy data: 74% of pupils made progress with their reading age from their baseline. 92% of pupils made progress with their spelling age from their baseline. 72% of pupils made progress with their numeracy age from their baseline.

**Behaviour Mentoring:** TFTF provided positive feedback throughout the year and pupils engaged in the 1:1 sessions and group sessions each week. By pupils sharing their views and experiences in this setting meant issues could be tackled more easily and more tailored support could be implemented when necessary. TFTF also assisted with the delivery of team sports and exercise which increased engagement in more active sports and activities during PE lessons as well as at break times. Kirk Hallam pupils: 75% Reintegration of pupils back into mainstream education. 83% (14/17) Pupil increased their wellbeing score at KS3. The intent is to now offer KS2 pupils a session. 71% (12/17) KS2 pupils did increase their wellbeing score at the end of the academic year.

## 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             |
|------------------------------------|----------------------|
| Behaviour and Resilience mentoring | Think for the future |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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