

## Pupil Premium Strategy Statement (2024-2027)

### School overview

Detail	Data
School name	Clyst Vale Community College
Number of pupils in school (Sept 2024)	944
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy covers	2024-2027
Date this statement was published	September 2024
Date of last review	September 2024
Statement authorised by	Sara Jacobs
Pupil premium lead	Louise Telford/Maddie Nash
Governor / Trustee lead	Ben Evans

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Sept 2024-2025)	£191,100
Pupil premium funding carried forward from previous years (enter £0 if not priority learner)	£0
<b>Total budget for this academic year</b>	£191,100

## Part A: Pupil premium strategy plan

Clyst Vale Community College is committed to maximising the achievement and enriching educational experiences for all students. We believe that all pupils, irrespective of their background or starting point, can attain well and thrive in wider school life. All our students receive the best possible educational experience designed to meet their needs through the delivery of a well-planned and sequenced curriculum and wide range of extra-curricular opportunities.

We refer to students in receipt of pupil premium as Priority Learners (PL) rather than “disadvantaged”. The funding stream for these students, still known as the Pupil Premium, is allocated to Clyst Vale based on numbers of students known to be eligible for free school meals, students who have been registered for free school meals at any point in the last six years, students who have been looked after in care, children who have left local authority care due to adoption, special guardianship order, a child arrangements order or residence order and children of service personnel. Each school can decide how to allocate this additional funding to best ensure each student thrives and makes excellent progress in their learning. We are committed to closing the gaps for all vulnerable groups.

This statement details our school’s use of pupil premium funding to help improve the attainment of our Priority Learners. 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; it is a 3-year plan. High quality, adaptive teaching is at the forefront of our approach.

### Challenges

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

Challenge number	Detail of challenge
1	39% of students at Clyst Vale are both priority learners and are on the SEND register. The cycle of quality assurance within Clyst Vale has produced evidence which informs us that students within this group require additional support within the classroom to reduce their cognitive load. We believe in a culture of high expectations for all and staff sharing a collective responsibility for supporting these students within the classroom, both teachers and teaching assistants. There is not consistent application of quality first approaches to reduce cognitive load and scaffold. We also need to ensure that the parents of priority learners are fully engaged with their educational progress.
2	Attendance above 95% and avoiding persistent absence is a challenge for some of our priority learners. This impacts their academic progress and attainment and their engagement with extra-curricular activities. The attendance of priority learners is 88.5% which is a 5.3% gap and the gap for priority learners who are girls seems to be growing in comparison to their non priority learner peers. A challenge is understanding the barriers to attendance and how these can be removed. How can we create a sense of belonging for this group and incentivise them to attend? When considering this, we also need to consider parental engagement and how the parents of priority learners can support with attendance,
3	Not all priority learner students are aware of the breadth and depth of opportunities when planning or their future at key transition points. We need to ensure that priority learner students remain in education or training when they reach post-16 and that those who can take L3 courses

	are supported to do. High prior attaining and gifted and talented students should be supported to explore aspirational courses and leavers destinations. We need to ensure that parents are actively involved in this process and understand the range of options available so that they can best support their children with these choices.
4	SEMH is the second highest category of special educational need within the College and 36% of our priority learners fall within this category. Many of these students are emotionally vulnerable, lack the strategies for self-regulation and de-escalation and have experienced ACES. These students are often open to Early Help and have external agency involvement. They require high levels of targeted support to access College life and to reduce their risk of suspension and exclusion.
5	Cognition and Learning is the highest category of special educational need within the College and 30% of our priority learners fall within this category. Within this category there is a specific focus on students who are low prior attainers and did not achieve age related scores in their KS2 reading and writing. The reading age of the average GCSE exam paper is 16 years and 3 months. This means that complex, Tier 2 language is embedded within the questions. However, one in three UK students don't have the Tier 2 vocabulary required to access the language of their exam papers. This sets them back in every subject. It is therefore imperative that priority learners are reading above their chronological age by the time that they reach these exams.
6	There are not effective systems in place for tracking and monitoring the engagement of priority learners with extra-curricular activities across the College and therefore they are not being proactively supported and encouraged to participate by school staff and possibly at home. Some of our priority learners would benefit from participating in new experiences and activities which help to build 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
<p>1. Reduction in cognitive load and effective scaffolding shows measurable progress for priority learners.</p>	<ul style="list-style-type: none"> <li>• Robust cycle of staff CPD shows a focus on quality first teaching with reference to priority learners. There will be a focus on reducing cognitive load, vocabulary and ready. CPD will incorporate staff briefings for 'vulnerable learners' and targeted coaching for specific staff.</li> <li>• Having a clear and robust appraisal process for all staff which focuses on outcomes for priority learners and those with SEND.</li> <li>• Learning walks and lesson observation records show a focus on specific teaching strategies which reduce cognitive load e.g.: 3 part lesson priority learner briefing, 2 part instructions, 10 seconds additional processing time.</li> <li>• Internal and external performance measures show that some of the gaps between priority learners and non-priority learners are closing.</li> </ul>

<p>2. Attendance for all priority learners students has improved; girls will be a focus group.</p>	<ul style="list-style-type: none"> <li>• Attendance records show robust and consistence monitoring, and the application of attendance procedures are followed by appropriate staff.</li> <li>• Priority learner girls gain a sense of belonging via pastoral support and extra-curricular activities which incentivise them to attend.</li> <li>• Strategies to increase parental engagement support with increased attendance.</li> <li>• Regular meetings with parents of priority learners who fall below 95%</li> <li>• School staff liaising with the School Attendance Improvement Officer (AIO) to get advice on identified priority learners.</li> <li>• Development of a college house system which aims to increase feelings of belonging for students and increase healthy competition.</li> <li>• Absence and persistent absence data for priority learners show that gaps are closing and becoming more in line with Devon and national averages.</li> </ul>
<p>3. To ensure that leavers destinations of all priority learners are appropriate for their interests, aptitude, and ability.</p>	<ul style="list-style-type: none"> <li>• Positive selection of priority learners for careers/destination related trips</li> <li>• Development of a bespoke and personalised programme for high prior attaining priority learners</li> <li>• Destination data shows no NEETs</li> <li>• All priority learners in KS4 receive careers advice and support as a priority.</li> <li>• Attendance at targeted forums for parents of students in Year 7, Year 9 and Year 11 which are key transition points.</li> </ul>
<p>4. To achieve and sustain improved wellbeing and support for all priority learners and ensure that the curriculum is accessible and appropriate but still with sufficient levels of challenge and ambition. This will in turn enable them to make greater progress in school.</p>	<ul style="list-style-type: none"> <li>• Priority learners are supported to access learning more effectively.</li> <li>• Internal and external performance measures show that some of the gaps between priority learners and non-priority learners are closing.</li> <li>• Targeted programme of SEMH interventions which have measurable outcomes which can be tracked and monitored via Provision Map e.g.: Margot Sutherland, N Kluge and Apps</li> <li>• Development of the alternative curriculum to ensure that our offer is suitable for all learners ego: AQA Unit Awards, Contact Success, Spoke Up</li> </ul>

<p>5. Ensure that if appropriate, at phase transfer, all priority learners are targeted for literacy intervention. Intervention data will demonstrate specific progress made</p>	<ul style="list-style-type: none"> <li>• NGRT data shows increased reading ages from initial point of testing.</li> <li>• KS2 SATS data informs a targeted literacy intervention programme based on Scarborough’s Reading Rope: phonics, fluency, comprehension. Progress is measured through diagnostic testing or assessments built into the intervention programme.</li> <li>• Annual cycle of staff CPD shows a focus on quality first teaching with reference to priority learners and a focus on reading ages and the specific teaching of vocabulary.</li> <li>• Learning walks and lesson observation records show a focus on literacy: reading ages and specific strategies for teaching vocabulary.</li> </ul>
<p>6. Systems are in place to track and monitor the engagement of priority learners in a wide range of enriching extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>• Absolute Education/Provision Map tracking and monitoring system purchased and utilised for all extra-curricular registers.</li> <li>• Priority learner staff group to monitor this data and act for specific students as appropriate. Data shows high levels of engagement.</li> <li>• Homework club registers</li> <li>• Priority learners offered places on bespoke trips which appeal to their strengths and interests such as Clip and Climb, surfing and printing workshops. There is a specific focus on students in receipt of the Service Premium.</li> </ul>

## Activity in this academic year (2024-2025)

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: £97,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further Development of the Teaching & Learning Group to offer:	EEF Guidance ‘SEND 5 a day to improve SEND Outcomes’ <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a>	1, 2

<ul style="list-style-type: none"> <li>• High quality CPD focused on developing classroom practice with specific focus on quality first teaching, literacy, vocabulary and reducing cognitive load</li> <li>• 1:1 coaching of targeted staff</li> </ul>	<p>EEF Effective Professional Development report  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Rosenshine’s principles of instruction  <a href="https://www.teachmean.co.uk/2015/02/rosenshines-17-principles-of-effective-instruction/">Rosenshine's 17 Principles of Effective Instruction - TeacherToolkit</a></p>	
<p>Staff working group focusing on priority learners. One member of staff member from each department to belong to this.</p>	<p>Internal analysis of Clyst Vale staffing structure shows that historically there has not been enough focus given to priority learners across the College. It was important to raise their profile across all departments and for them not to be seen as just one broad homogeneous group.</p>	<p>1, 3, 4, 6</p>
<p>Dedicated member of the English Department focusing on literacy co-ordination. This is a UPS role.</p>	<p>EEF blog, reading comprehension  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-getting-to-grips-with-reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/news/eef-blog-getting-to-grips-with-reading-comprehension-strategies</a></p> <p>EEF Improving Literacy in secondary school  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1, 5</p>
<p>Continuation of priority learner Coordinator roll</p>	<p>Internal analysis of Clyst Vale staffing structure shows that historically there has not been enough focus given to priority learners across the College. It was important to raise their profile across all departments and for them not to be seen as just one broad homogeneous group.</p>	<p>1, 2, 3, 4, 5</p>
<p>Creation of Deputy Principal, Vulnerable Learners, FTE 2 years.</p>	<p>Internal analysis of Clyst Vale staffing structure shows that historically there has not been enough focus given to vulnerable learners across the College. The status of these students needed to be raised through the introduction of a senior leadership role.</p>	<p>1, 2, 3, 4, 5,</p>
<p>SEND Department of 10 teaching assistants supporting with scaffolding and reducing cognitive load in the classroom through targeted deployment</p>	<p>EEF, The impact of teaching assistants  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture">https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture</a></p> <p>EEF Making the best use of teaching assistants  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1, 2</p>

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

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 8 Supported Learning Group of 15 students with 2 teaching assistants following a highly differentiated, bespoke curriculum.	Evidence from these student's EHCPs shows that they require a bespoke and personalised programme of study. Whilst in Year 7, these students were observed by the 0-25 team, Communication and Interaction Team and Devon Literacy Team. They produced reports which evidenced the need for the continuation of this teaching group.	1,2, 3, 5
SEND Department of 10 teaching assistants delivering high quality, targeted, evidence informed academic interventions e.g.: phonics, Lexia, Catch up Numeracy	EEF research shows that adoption of multiple interventions with a broad evidence base are best suited to improving outcomes for all. EEF, Lexia reading Core 5 <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a> EEF, Read Write, Inc <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</a>	1, 2, 5
Targeted intervention programmes: Read Write Inc Fresh Start, Lexia, Catch Up Numeracy, KS4 study skills groups (5 hours a fortnight)	EEF research shows that adoption of multiple interventions with a broad evidence base are best suited to improving outcomes for all. EEF, Lexia reading Core 5 <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a> EEF, Read Write, Inc <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</a>	1, 2, 4, 5
Careers advice and guidance Dedicated CAG lead and 1 x support MOS	EEF Careers education <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a>	3, 4

Focussed and prioritised CAG for all priority learners Targeted opportunities for work experience for all priority learners		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance provision of technology for students and families, both during the college day and at home	Internal data shows that some priority learners do not have access to ICT at home. Additionally, that they would benefit from a laptop as a normal way of working throughout the college day.	1, 2, 5
Purchasing revision guides. 12-1 Revision evening. Specific revision event to target the families of PLs.	Internal data shows that purchasing revision guides would not be affordable for some of our priority learners but are useful for attending revision sessions within college and also for working at home	1
Support students with financial costs so that they can participate in school activities/ trips/ uniform/ equipment. Specific targeted activities are put on for priority learners.	EEF menu of approaches, supporting extra-curricular activities <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	2, 6
Half termly meetings for students in receipt of the service premium to create a sense of belonging. A specific extra-curricular trip for those in receipt of service premium.	EEF menu of approaches, supporting extra-curricular activities <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	2, 6
Transition activities for Y6 students In addition to usual provision Big Step (summer School) 1 week program during summer holidays for all students	DfE summer school, guidance <a href="https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance">https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance</a>  Big Step summer school <a href="https://thebigstep.org/">https://thebigstep.org/</a>	2, 4



School Counsellor SEMH Intervention Lead/Skills Room Manager	DfE guidance, Promoting children and young people's mental health and wellbeing <a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a>	2, 4
Software to track and monitor extra-curricular activities and the impact of interventions: Absolute Education and Provision Map	EEF menu of approaches, supporting extra-curricular activities <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	4, 5, 6
Brilliant Club or equivalent higher education trip for targeted high prior priority learners	Research using data from the Higher Education Access Tracker (HEAT) has shown that The Scholars Programme also has a positive impact on GCSE attainment. Scholars Programme students have higher GCSE scores than other students from their Local Authority who have similar KS2 prior attainment, and students with average prior attainment were twice as likely to achieve a 9-5 in maths and English at GCSE after taking part in The Scholars Programme in Year 10. <a href="https://thebrilliantclub.org/the-scholars-programme/">https://thebrilliantclub.org/the-scholars-programme/</a>	3
Development of the alternative curriculum and links with alternative provision such as Spoke Up and Contact Success.  Introduction of AQA Unit Awards.	EEF, Understanding the use of internal alternative provision for students at risk of persistent absence or exclusion <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion</a>  <a href="https://contactsuccess.co.uk/">https://contactsuccess.co.uk/</a>	2, 4, 6

Total budgeted cost: £191,100

## Part B: Review of outcomes in the previous academic year. Please refer to the separate 2023-2024 report on the College website.

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### Externally provided programmes

*Priority learners 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)

*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?	