

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	Soham Village College
Number of pupils in school	1381
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Spring 2022
Statement authorised by	
Pupil premium lead	Mary Wilcox
Governor / Trustee lead	Lorraine Lofting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,950
Recovery premium funding allocation this academic year	£25,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5602
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	£236,782

Part A: Pupil premium strategy plan

Statement of intent

- The overall aims SVC pupil premium strategy
 - For SVC PPG students to at least make the same progress as others nationally
 - To raise the in-school attainment of both disadvantaged pupils and their peers

The current pupil premium plan is focused on:

- Closing the gap between PPG and other students that has arisen due to lost learning over the lockdown, through high quality teaching and individual intervention.
- Departments ensuring they have a focus on PPG students through the setting and review of subject PP plans.
- Ensuring appropriate well-being and attendance support for PPG students to support access to education.

The key principles of our strategy at SVC is to:

- i) Focus on high quality teaching to ensure good progress for all groups, including PPG students.
- ii) Provide individual intervention, where appropriate to help narrow the gap between PPG students and other students.
- iii) To provide funding and opportunities for PPG students to take away barriers to learning and ensure that PPG students have the same educational opportunities as other students.

Challenges

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

Challenge number	Detail of challenge
1	Engagement with remote learning, during lockdown, was much lower among disadvantaged students than other students. Lost learning during this time, now needs to be caught up, in order to ensure that the gap doesn't increase.
2	Progress at KS4 is lower in comparison with non PPG students, despite similar levels of progress at KS3.
3	Higher prior ability students underachievement is consistent throughout all year groups. Lack of organisation, resilience and aspiration affect the outcomes for some of that group.
4	High proportion of PPG students are SEND. 26% of PPG students have SEN compared to 13% of non PPG students. PPG SEND students achievement is currently below average PPG achievement.
5	Attendance of PPG students is lower than non PPG students and they make up a higher proportion of persistent absentees.

6	Poor parental engagement for some PPG students. Lack of support with remote learning, homework, non-attendance at parents' evenings and information events.
7.	Poor student engagement from some PPG students with the wider school offer.

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 levels of progress at KS4	A narrowing of the gap between PPG students and non PPG students at the end of KS4.
Improved levels of progress for HPA PPG students	HPA PPG students in KS3 and KS4 have progress inline with other PPG PA groups.
Improved levels of progress for SEND PPG students	SEND PPG students in KS3 and KS4 have progress inline with other PPG groups.
Improved engagement with school for PPG students and their families.	A narrowing of the gap in attendance between PPG students and other students. Increased proportion of PPG get involved in wider school opportunities. Increased proportion of PPG parents and carers engage with school events.

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: £86100

Activity	Evidence that supports this approach	Challenge number(s) addressed
All departments to have a catch up plan in place that clearly outlines identification and actions.	Departments regularly review impact of PP intervention and adjust their interventions in line with evidence.	1
Timetabled CPD for all staff focused on high quality teaching and feedback	EEF Toolkit: Feedback 8+months	1,2,3,4
Enhanced support for Early Career Teachers through school's own programme and additional input from Opportunity Are and Teach First	A large body of evidence, including from evaluations funded by the EEF, shows the benefit of high-quality, up-front training for teachers.	1,2,3,4
Professional development for all teachers on the effective use of technology to deliver high quality remote learning	EEF toolkit: Digital technology +4 months. A large body of evidence, including from evaluations funded by the EEF, shows the benefit of high-quality, up-front training for teachers.	1,2,3,4
Extra classes in all year groups. This allows for smaller groups sizes, particularly with low prior attainers.	EEF Toolkit: Reducing class sizes 3+ months	1,2,3,4
Lesson observation focus on PPG students		1,2,3,4
Department action plans to identify	EEF Toolkit: Feedback +8 months	3

action, including curriculum adjustment assessment and feedback to support HPA PPG students to improve progress		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £73100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NTP tutoring sessions to help with targeted catch up.	EEF Toolkit: Small group tuition 4+ months	1,2,3,4
School led tutoring to help with targeted catch up	EEF Toolkit: Small group tuition 4+ months	1,2,3,4
Students removed from one GCSE option and have 4 hours of study time and small group Maths and English tuition	EEF Toolkit: Small group tuition 4+ months	1,2,3,4
Option 8 Maths and English Tutoring	EEF Toolkit: Small group tuition 4+ months	
Intervention programmes run by subjects as part of their action plans	EEF Toolkit: Small group tuition 4+ months	1,2,3,4

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

Budgeted cost: £77500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on attendance of PPG students, supported by attendance lead,		5

Family Worker and counselling		
Tutor groups structured so that support can be focused on PPG students	EEF Toolkit: Behaviour interventions +4 months	5,6,7
Introduction of online parents' evenings with support for parents and carers without access to the required technology	EEF Toolkit: Parental involvement 3+ months	6
Student engagement with wider school offer	EEF Toolkit: Arts and Sports participation +2 Months	7
Specific careers programme for PPG students including Careers awareness workshops, individual option interviews and post 16 guidance meetings	Careers education works best when it is personalised and targeted to individuals' needs (EEF Careers education summary)	7

Total budgeted cost: £236700

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.

Year 11 TAGs

English and Maths at 4+ =64%

Year 10

41% already achieving 4+ in English and Maths

Year 9

63% exceeded end of year target grades

Year 8

61% exceeded end of year target grades

Year 7

76% exceeded end of year target grades