

Snowdon Village Pupil Premium Report – October 2021

Context

The aim of the government's pupil premium fund is to raise achievement amongst disadvantaged children. Pupil premium will provide additional funding for disadvantaged pupils to ensure they benefit from the same educational opportunities as pupils from more affluent socioeconomic backgrounds. The pupil premium has a number of wider aims:

- To increase social mobility
- To enable more students from disadvantaged backgrounds to access high quality further education and training opportunities
- To reduce the attainment gap between the highest and lowest achieving pupils nationally

Pupil Premium is allocated to schools per the number of students in the last 6 years who have been eligible for free school meals, this number is referred to as 'Ever 6', Pupil Premium is also allocated to Looked After Children. It is for each individual school decide how to spend this money, since they are best placed to assess what additional provision should be made for their individual pupils.

Aim

The main focus of Snowdon Village's spending of Pupil Premium is to improve outcomes for our most disadvantaged learners, ensuring equity for these young people and therefore narrowing the academic and social gap between these students and their peers.

- We ensure teaching and learning is of a high standard and is tailored to meet the individual, complex needs of all of our pupils.
- We ensure that all pupils have access to a personalised education provision, with specific focus on an individually tailored curriculum for our most vulnerable learners.

- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

Reporting

It will be the responsibility of the Principal, or a delegated member of staff, to produce regular reports for the Academy Council, parents and other external agencies. At Snowdon Village, our Pupil Premium lead is Clarice Jopling, SENCo and DDSL, Clarice will produce reports detailing;

- The progress made towards narrowing the gap, between economically disadvantaged pupils and their peers.
- An outline of the provision that was made since the last report.
- An evaluation of the cost effectiveness, and of the impact on the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Academy Council will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to ensure greater equity for economically disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

School Overview

Detail	Data
School name	Snowdon Village Academy
Number of pupils in school	59

Proportion (%) of pupil premium eligible pupils	86.4% 45 'Ever 6' 6 LAC
Academic year/ years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	13 th October 2021
Date on which it will be reviewed	On or before 13 th October 2022
Statement Authorised by	Alex Davies – Principal
Pupil Premium lead	Clarice Jopling – SENCo and DDSL
Trust Lead	Sally Apps

Funding overview

Aspect of Pupil Premium	Explanation	PP Funding Per Pupil	Number/ % of Students on Roll Claiming this Aspect
FSM	Children from low-income families who apply for, and are eligible for, free school meals.	£935	45/ 76.3%
'Ever 6' FSM	Children who were eligible for FSM at any point in the last six years (Ever 6). This means that a child eligible for FSM in the last year of primary education will remain eligible for the Pupil Premium up to Year 11.	£935	
LAC	Children who;	£2300	6/ 10.2%

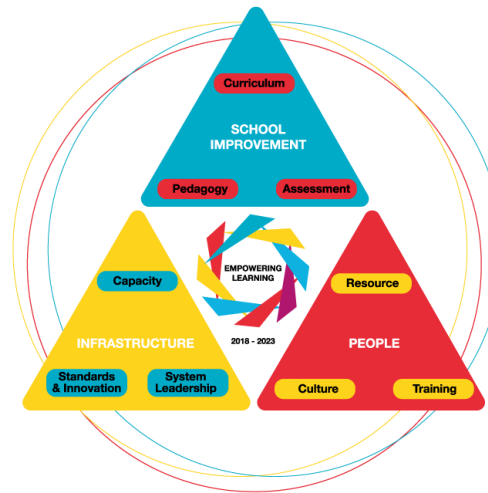
	a) have been looked-after continuously for more than six months. b) have been looked after for one day or more c) are adopted d) leave care under a special Guardianship Order or a Residence Order		
SCP	Children of armed forces personnel (the Service Child Premium)	£300	0/ 0%

Detail	Amount
Total Pupil Premium funding allocation this academic year	£55,875
Recovery premium funding allocation this academic year	£7,192
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£63,067

Pupil Premium Strategy - Statement of Intent

Our aim is to use pupil premium funding to improve the educational experience and outcomes for our most disadvantaged young people, through deeper understanding of their needs and privileging these at every opportunity.

The Cabot Learning Federation focus is on prioritising those experiencing disadvantage over any and all other groups and areas. We will achieve greater equity for our disadvantaged learners by improving standards through our overarching CLF strategy in the areas of school improvement, infrastructure and people.



The key principle is to provide our disadvantaged learners with an education offer that has demonstrable impact; ensuring effective teaching, an emphasis on literacy and oracy, an increased sense of belonging and benevolent childhood experiences – and that this offer is effectively implemented and quality assured so that practice becomes embedded.

Ultimately the attainment and attendance of disadvantaged children is the key measure for the Academy as an indicator of the effectiveness of provision for those who most need it. We also know that disadvantaged pupils and students thrive when teaching is effective. We will have stronger preferences and opinions on the teaching and pedagogy that matters, particularly for those presently disadvantaged. We will use our quality assurance and assessment approaches to ask more challenging questions about provision for the pupil premium cohort. Leadership is the enabler that will improve standards of teaching. Leaders at every level will strive to secure teaching and learning that has the most impact on the pupil premium cohort.



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The Success Criteria –

We will be successful when children experiencing disadvantage;

- Attend school more regularly and are routinely connected into learning at a distance and on-site
- Attain more highly across the curriculum
- Attain in line or higher than their peers - Students who were falling behind their peers prior to the pandemic period will make significant gains upon their peers because of the high-quality intervention, support and facilitation of self-agency undertaken by the Academy
- Self-report a greater sense of belonging
- Self-report that they understand the importance of their role in society
- Gain recognition with more regularity and intensity
- Avoid exclusion from school
- Notice the difference that their education is making to their lives
- Have higher aspirations for their future.

And when;

- Parent, student and other stakeholder voice demonstrates greater degree of co-construction.

Challenges

When we make decisions regarding the use of Pupil Premium funding it is important that we consider the context of the school and the challenges faced by our pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term, short term or can change over time. We believe that it is vital that these barriers are identified and addressed in order for our pupils to achieve their maximum potential. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Detail of Challenge

Attendance and punctuality issues; in the academic year 2018 – 2019, pupils known to be eligible for and claiming free school meals had an overall absence rate of 7.6%, compared to 4.3% for non-FSM pupils. Data for 2019 – 2020 and 2020 – 2021 is skewed due to the Coronavirus pandemic. (DfE, 2019)

Lack of support at home and low levels of aspiration, due to a narrow range of experiences and opportunities; Research, such as that by Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives. In an environment where they may never have seen anyone go on to university or certain careers, we needed to create an atmosphere of encouragement and lots of opportunities for success.

Weaker language and communication skills; Poorer children who fall behind in reading at an early age earn around 20% an hour less in later life, according to a study commissioned by the Literacy Trust – the report states that “On average, children from low-income families are nearly 12 months behind their better-off peers in vocabulary by the time they start school,” and that, “the UK has the strongest link among developed nations between poor literacy and unemployment.” The report goes on to detail how one in five children in England cannot read well by the time they leave primary school, while this figure rises to one in three among children from disadvantaged backgrounds. (Literacy Trust, 2014)

A considerable body of research documents the link between literacy and how well people do at work – their employment rates and incomes. On average, adults with functional literacy earn 16% more than those without this level of literacy. Taking the current national minimum wage

of £8.91 an hour, an increase of 16% in the earning potential of someone who is able to read well represents an additional £1.43 and an hourly wage of £10.34. And applying this increased earning potential to the national average salary of £31,461, would give a salary of £36,495.

The government's Skills for Life survey (DfBIS, 2011) shows that approximately one in four people earning less than £10,000 was not functionally literate – compared with less than one in 25 of those earning over £30,000. In addition, around one in four (24%) of those not in work was not functionally literate – compared with around one in ten (11%) of those in work.

Lack of early childhood benevolent experiences: Historic and recent research has demonstrated not only how benevolent childhood experiences (BCEs) are associated with better adult mental health, but how these positive experiences have acted as a buffer to poor mental health following the Coronavirus pandemic. Research by Doom et. Al (2021) found that higher levels of adverse childhood experiences (ACEs) were associated with higher levels of depressive symptoms following the pandemic period and that higher levels of BCEs were associated with lower depressive symptoms, lower perceived stress, and less self-reported loneliness. The report concluded that BCEs should be considered an important promotive factor, independent of ACEs, for psychological well-being during a global public health crisis.

Lack of resources to support home learning: The Nuffield Foundation has conducted a robust study into students' access to home learning throughout the Coronavirus pandemic, which found a significant difference in pupils' level of engagement with remote learning. Schools with the highest levels of pupil deprivation (those in the highest free school meal quintile) report 13 percentage point lower levels of pupil engagement compared to schools in the middle quintile. And that in schools with higher levels of socioeconomic deprivation, parental engagement is significantly lower in the least deprived schools (41% compared to 62%). Students reported that the main barriers to accessing distance learning were access to IT equipment, a lack of workspace and overcrowding in their homes, which meant it was difficult to concentrate. (Nuffield Foundation, 2020)

Gaps in learning, keeping up and feeling success: Non-disadvantaged students are likely to still be able to succeed in line with their academic targets, even with substandard teaching. For disadvantaged learners, the effect of poor teaching is much greater, meaning gaps in learning become wider. In particular following the Coronavirus pandemic, whereby disadvantaged learners are likely to have had more difficulty in accessing home learning, there is an even greater emphasis on the importance of high quality teaching for our disadvantaged learners.

Spend 2021 – 2022

This explains the intervention, challenge focus and outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved. Snowdon Village recognises the importance of using Pupil Premium (PP) funding to support students through both a range of Curriculum/Academic and Pastoral support. We believe that a balance of academic and pastoral interventions is essential in closing the gap between those students who are FSM and the rest of the school.

Intervention	Challenge Focus	Cost (per annum)	Success Criteria
Dedicated Attendance Officer for Snowdon Village	Attendance and punctuality issues. Lack of resources to support home learning.	£17,196	All PP students have attendance above 85%. Parent and student voice exercises express that families feel supported to overcome the barriers to good school attendance, for example travel costs.
Outreach/ Family Support Staff	Lack of early childhood benevolent experiences. Lack of support at home and low levels of aspiration, due to a narrow range of experiences and opportunities. Lack of resources to support home learning.	£59,014	Supported intervention and remote learning resources allow the students to keep up rather than catch up. Parent voice exercises express that parents feel supported and that their opinion informs school development with a 'bottom up' approach. All PP students have attendance above 85%.

On-site Pastoral Staff	Lack of early childhood benevolent experiences. Lack of support at home and low levels of aspiration, due to a narrow range of experiences and opportunities.	£~150,000	Student voice indicates that students feel a sense of belonging at Snowdon Village. Disadvantaged students have at least three 'emotionally available adults' allocated at school – these staff are trained to support students in decoding their adverse childhood experiences. As a result, there are fewer negative behaviour incidents and a decrease in school exclusions for PP students.
1:1 English Recovery Tuition	Gaps in learning, keeping up and feeling success. Lack of resources to support home learning.	£1010	Students who were falling behind their peers prior to the pandemic period are now making gains upon their peers because of the high-quality intervention, support and facilitation of self-agency undertaken by the school. Disadvantaged students achieve high grades in specialist subject areas so that they have the grades and qualifications to progress onto relevant and often specialist destinations, supported by secure qualifications in the core subject areas. Supported intervention and remote learning resources allow the students to keep up rather than catch up.
1:1 Maths Recovery Tuition	Gaps in learning, keeping up and feeling success. Lack of resources to support home learning.	£1010	
'That Reading Thing' Literacy Intervention	Weaker language and communication skills. Lack of resources to support home learning. Gaps in learning, keeping up and feeling success.	£1610	

			Through an increase in emotional literacy, students' negative behaviour incidents will decrease and students will demonstrate that they are increasingly able to decode and communicate their own emotions.
Enrichment Opportunities - Empire Fighting Chance Boxing, Wellspring Centre, St Wherburghs City Farm, Horse World	Lack of early childhood benevolent experiences.	£2950	Children will report a stronger sense of belonging as a result of intentional work to increase benevolent childhood experiences. Students will benefit from an increase in benevolent childhood experiences; students will have an increase in self-confidence and self agency. Students will therefore be less vulnerable to poor mental health and exploitation and this will be reflected in behaviour and attendance data and in conversation with outside agencies.
Breakfast Club	Lack of support at home and low levels of aspiration, due to a narrow range of experiences and opportunities.	£4000	Student voice indicates that students feel a sense of belonging at Snowdon Village.
Independent Wellbeing and Mindfulness Practitioner	Weaker language and communication skills. Lack of support at home and low levels of aspiration, due to a	£14,040	Students will have an increase in self-confidence and self agency. Students will therefore be less vulnerable to poor mental health and exploitation and this will be reflected

	narrow range of experiences and opportunities.		<p>in behaviour and attendance data and in conversation with outside agencies.</p> <p>Through an increase in emotional literacy, students' incidents of negative behaviour incidents will decrease and students will demonstrate that they are increasingly able to decode and communicate their own emotions.</p>
Uniform	Lack of support at home and low levels of aspiration, due to a narrow range of experiences and opportunities.	£350	Student voice indicates that students feel a sense of belonging at Snowdon Village.
Career advice and guidance.	Lack of support at home and low levels of aspiration, due to a narrow range of experiences and opportunities.	£0 (Bristol Works, free 2-year programme)	<p>0% students will be NEET, six months after leaving Snowdon Village.</p> <p>Students through their chosen subjects have a clear and secured pathway to their next destination leading to career opportunities.</p> <p>Destination data and trends show that students are making positive destination choices.</p> <p>Disadvantaged students have, and can articulate, progression routes and aspirational goals.</p>
Total Cost		£251,180	

Whole School Focus	Impact
<p>Whole school focus on raising attainment for disadvantaged students 'even over' other student groups. This will be enacted through: Teaching and Learning quality assurance rooted in improving the quality of education for the pupil premium cohort. Improving teaching through coaching focussed on the PP experience in individual classes.</p>	<p>Teachers are recognised as experts in their subject(s) or developmental phase. They convey their love of their subject to their students and other teachers and confidently build the understanding of all students.</p> <p>85% of teaching is considered good or better.</p>
<p>Line management and coaching for all school staff is focussed on pupil premium students in the cohort.</p>	<p>There is a significant improvement in outcomes across Snowdon Village;</p>
<p>Professional development actions have replaced traditional performance management. All staff work on professional development that has an impact on pupil premium students. New actions are set three times a year. Actions must feed into the Academy Improvement Plan, which sets out to improve the provision specifically for the pupil premium cohort. The three strands are:</p> <ul style="list-style-type: none"> • Disadvantaged attainment / teaching and learning • Developing Oracy • Developing Belonging 	<ul style="list-style-type: none"> • 40% of students to receive a 4+ in both English and Maths (2021 = 25%). • 0% students receive a U grade. • All KS4 students will be entered for GCSE Maths and English and gain at least a 'pass'. • All KS4 students to receive 5+ qualifications (including English, Maths and Science). <p>Teachers and support staff understand the theory and practice of learning and update and apply their knowledge so that all students are engaged, challenged and learning.</p>
<p>Literacy and Oracy CPD for all teaching staff and TA's Teaching staff CPD this academic year focusses on enacting our literacy strategy, led by our appointed Literacy Lead.</p>	<p>Students reading, writing and development of ideas will significantly improve.</p> <p>Through an increase in emotional literacy within staff and students, negative behaviour incidents will decrease and students will</p>



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	<p>demonstrate that they are increasingly able to decode and communicate their own emotions.</p> <p>Student voice will demonstrate Snowdon Village students enjoy reading.</p>
<p>Continuity of work where students are absent - All teachers mirror the work set in class on show my homework so that where a pupil premium student is absent from schoolwork and continuity of education can still be done.</p>	<p>More students are routinely connected into learning at a distance and on site; disadvantaged students are prioritised within cohorts for access to experiences in person and to access to IT.</p>

Part B:

Pupil Premium Strategy Outcomes 2020-2021

Due to the Coronavirus pandemic, performance measures have not been published for 2020 to 2021. We have measured impact using Teacher Assessed Grades from summer 2021.

A number of our planned strategies were not fully implemented due to pandemic restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

The pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result. Students from disadvantaged backgrounds were well supported through lockdown.

Although national assessments were cancelled in 2020/21, our teacher assessed grades demonstrated that disadvantaged pupil performance in all subject areas were in line with their non-disadvantaged peers.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach which we will restart this academic year. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.

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