

# Pupil premium strategy statement - Hednesford Valley High School

This statement details our school's use of pupil premium funding (academic year 2022 to 2025) 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	Hednesford Valley High School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr S Stokes
Pupil premium lead	Mrs E Hill
Governor / Trustee lead	Clive Cole (TBC)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,110
<b>Recovery premium funding allocation this academic year</b>	£33,580
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,600

# Part A: Pupil premium strategy plan

## Statement of intent

At Hednesford Valley High School, we hold the same high expectations for all our students, regardless of potential barriers. We appreciate that there are challenges for identified students that has been exacerbated by Covid-19. Our endeavour is to provide a service that enables disadvantaged students to “at least” match their counterparts in all areas of school life.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absenteeism is below non-PP students
2	Behaviour rates for PP students is higher than for non-PP students
3	Engagement for PP students is lower than for non-PP students
4	Performance data for PP students is below non-PP (special mention to reading age of PP students)

## 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 attendance and persistent absenteeism for PP students	PP students to be in line with national average for all students (PP and non-PP)
Improved behaviour for PP students	Reduction in behaviour rate for PP students and to be in line with non-PP students
PP students show more engagement in school life	PP engagement in school activities to be in line with non-PP students
Improve academic performance for PP students	Reduced gap for PP and non-PP in expected reading ages

## Activity in this academic year (2022/2023)

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: £47,200

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Calendared CPD on the quality of teaching for all pupils and the expectations for disadvantaged pupils (£35x10sessions = £350)	The EEF states the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.	2 4
Completion of the attachment and trauma pathway to improve staff ability to support identified students in conflict situations (£70x5 = £350)	There are a high percentage of PP students who are/have been open to T2-4 support.	2 4
Service Level Agreement with Wolverhampton Vocational Training Centre to complete vocational courses with students (£18,000)	The percentage of PP students attaining L4+ in English and Maths is lower than non-PP.	4
Departments issued budget to support students in their subject area (£3,000)	It is evident that a number of PP students do not attend with the required uniform/equipment.	4
Purchase of Provision Mapping to improve staff ability to support disadvantaged students with SEN (£1,500)	From observations, staff require further assistance in supporting students with SEN.	4
Calendared CPD to support quality first teaching in the classroom (use of diagnostic assessment e.g. Boxall and Grid Maker)	The EEF states the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.	4
Calendared in-class intervention for students for identified students	<a href="https://www.educationendowmentfoundation.org.uk">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	4
ELSA trained staff (6 days at £120 = £720)	There are a number of PP students who are demonstrating challenging behaviour and would benefit from work with our ELSA.	2
Recruitment of Behaviour Support Manager (£23,280)	There are a number of PP students who are demonstrating challenging behaviour and would benefit additional support.	2

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

Budgeted cost: £51,900

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Pupil premium review (£500)	<a href="http://www.gov.uk">Pupil premium reviews - GOV.UK (www.gov.uk)</a>	1 2 3 4
HOPE Programme (£5000)	The attendance and persistent absenteeism for identified students is a concern when compared to non-PP students.	1
Appointment of English and/or Maths Tutor (through NTP or equivalent) (£15,000)	<a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	4
Implementation of Read, Write, Inc and Fresh Start (£22,000)	<a href="http://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	4
Intervention programme for Y11 students (£4,400 e.g. Elevate)	<a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	4
Inclusion of Educational Psychologist to support/assess identified students (£5,000)	There are a number of identified students who would benefit from support and assessment from an EP.	4

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

Budgeted cost: £14,500

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Service level agreement with VIP (£1,500)	The attendance and persistent absenteeism for identified students is a concern when compared to non-PP students.	1
Implement rewards budget to support attendance of identified students (£1,000)	The attendance and persistent absenteeism for identified students is a concern when compared to non-PP students.	1
Implementation of the living for sport programme to improve the engagement of identified students in KS3/4 (£5,000)	<a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3
Implementation of trained counsellor to support the SEMH of identified students (£5,000)	There are a high number of identified students who are demonstrating issues in relation to SEMH.	1 3
Hardship budget for parents/carers of PP students (£2,000)	During lockdowns there were requests for additional support for families and students, who are identified as PP.	1 3

**Total budgeted cost: £113,600**

## 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 2021 to 2022 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

<b>Focus</b>	<b>No of students</b>	<b>Cost</b>	<b>Impact</b>	<b>Progress Outcome</b>
Wolverhampton Vocational training centre	12	£24,000	Provided students with an alternative curriculum that enable them to gain experience and access to different vocational qualifications.	Students gained additional vocational qualifications, social skills, work ethic, independence, and wider choices of courses at college.
Reading	10	£2,600	To develop and improve the reading skills of students.	Students were able to make progress with their reading skills.
S&L Project	5	£2,600	To develop and improve the speech and language of students and improve their communication skills.	Progress was made in students communication.

Nurture	8	£3,600	Year 8 students participated in a nurture group. The nurture group developed their confidence, social skills, turn taking, communication, listening and developing positive peer relationships within school.	All students made progress in skills.
After school clubs	15	£7,500	Students were able to participate in various after school clubs such as Youth Club, Art Club, Duke of Edinburgh and Homework Club.	After school clubs allowed students to work with different staff members, socialise with their peers and gain new skills. They were also able to improve their social skills and confidence.
ECM	40	£9,130	The Every Child Matters Co-Ordinator supported students and their families with breaking down the barriers to their education. This includes building positive relationships with students, parents/carers, and external agencies.	This improved engagement with students, parents/carers. This was also the opportunity to build positive relationships with outside agencies to ensure everyone works together to create the best outcomes.
Attendance Officer	21	£395.46	The Attendance Officer worked with families to improve attendance, complete safe and well checks and also improved access to the curriculum.	Improved parents/carers engagement with their child's learning and attendance.
Behaviour support	24	£4,680	Interventions took place by the behaviour team for relevant students to help support their behaviour. This helped students to successfully access the curriculum.	Students were able to successfully access the curriculum and remain in their classroom environment to access their learning.

Forest School	17	£4,250	Forest Schools enabled students to work independently and as part of a team. It gave students the opportunity to gain new skills and have new experiences of different activities including making fires, den building and exploring the natural environment within the community.	Encourages independence, working together, learning new skills and being in the outdoor environment.
Food Technology	30	£1,200	Students are given the opportunity to learn about healthy balanced diets and gain experience in how to cook different foods from raw ingredients and create a range of snacks or meals.	Providing a healthy lifestyle experience. Year 11 students gaining BTEC level 2 qualification.
Duke of Edinburgh Award	7	£1,200	Students completed expeditions, teamwork, volunteering, independence, and physical skills with the support of staff and an external provider.	Progress was made towards their Duke of Edinburgh Bronze, Silver and Gold award.
Senior Leadership Team	8	£2,250	SLT have been involved with PP students to provide maximum support and help needed in various areas of their education.	This has enabled PP students to receive the support from SLT and to make progress in their education.
Mr Langley's Individual Support	27	£6,360	Mr Langley has provided students with emotional support within school and has delivered relaxation sessions.	Students were able to develop emotional resilience and have a reliable member of staff to talk to.
Mrs Jones' Individual Support	10	£5,000	Mrs Jones provided students with emotional support and delivered friendships and social skills sessions to students to help improve their skills.	Students social skills developed and strong friendships were built within school. Students also had a reliable member of staff to talk to.
Inclusion Support Manager	29	£1,925	The Inclusion Support Manager has supported students in the Learning Resource Centre and Looked After Children to	Students attendance has increased and they have been able to access their education.



			help with accessing their education.	
Learning Resource Centre	11	£3,375	The Learning Resource Centre was used for students to access the curriculum and also for Year 11 students to sit exams.	Students were able to access the curriculum with support provided by Inclusion Assistants.
		£80,065		

## 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*

<b>Programme</b>	<b>Provider</b>
Read, Write, Inc	Ruth Miskin Training
Fresh Start	Ruth Miskin Training
Accelerated Reader	
YESS Counselling	
Elevate	
Duke of Edinburgh Award Scheme	
National School Breakfast Programme	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*