

Introduction

Hednesford Valley High School receives a sum of money to support the education of students from low income families who are in receipt of free school meals (FSM) and those who had received FSM at any time during the previous six years (Ever 6 Free School Meals Measure). HVH also receives funding for children who have been looked after continuously (LAC). This is drawn down after Personal Educational Plans (PEPs) have been organised by the professionals involved in working with every individual. In addition, HVH receives money for children of service personnel

In 2016-2017 financial year, Hednesford Valley High was in receipt of the following:

For 70 children on FSM	£ 60,780
Additional Pupil Premium money	£ 4,670
Children adopted in care	£ 1,900
LAC	£ 6,850
children of service personnel	£ 300
Total	£ 74,500

This means 40% of the school population were eligible for Pupil Premium Support

Year	No of students entitled to PP	Total No of students	% in cohort
Year 7	10	26	38.5%
Year 8	17	32	53%
Year 9	10	29	34%
Year 10	16	33	48%
Year 11	11	20	55%

Pupil Premium Strategy 2016-17

Hednesford Valley High pupil premium grant allocation for 2016-17 is £61,080.

The main barriers to the educational achievement faced by eligible students at the school are:-

- Low levels of literacy
- Low levels of numeracy
- Different SEN - ASD, Dyslexia, Speech and Language, Physical disability, Social Emotional Mental Health
- Poor attendance

Areas for Development for 2016-17 are shown in black; the red shows the actions taken:

- Reading intervention project with targeted students due to low literacy levels. **A reading project has been introduced with the support from the Educational psychologist and the Educational Psychologist continues to work with school staff to monitor progress and further development.**

- Appoint staff to carry out 1:1 reading intervention to enable progress in reading, to enable better access to learning. **A dedicated staff member has been appointed to work 1-1 with students to support their reading to aid access to learning.**
- Early identification of students with mental health using the Early Help Referral forms to action early intervention, to support mental well-being. **The early help forms have helped to identify support for students with mental health issues, the additional staff in the ESU has enabled a faster approach to supporting students and families. Also working with outside agencies has enabled the correct support for students to be in place in school.**
- Every Child Matters Co-ordinator to carry out Safe and Well checks and work with parents/carers and agencies to support good attendance, to enable students to achieve better outcomes. **Safe and well checks have been carried out by the ECM to students, working with outside agencies has enabled support for both families and students. An individualised approach to each student has supported students back into education.**
- SEN teams/subject staff to monitor students' progress and organise interventions to ensure students meet challenging targets. **All teaching staff organise intervention for students to ensure that they provide additional strategies for those who are not on track to achieve challenging targets.**

2016-17 Strategies and Provision

Pupil Premium (PP) funding alongside delegated funding that the school receives to support provision for all students has been used to support and raise the attainment of students to close the gaps between performance of those on PP and their peers.

Analysis of the cohort of students entitled to PP showed that they have a wide range of needs. This means that funding was used to support and develop every individual according to their needs to enable progress academically, socially and physically.

End of Key Stage 3 English

Pupil Premium	Student	Intervention	Impact
FSM PP	A	Check understanding of task. Check expectations, weekly reading	Willingness to try a task even if it is perceived as being too hard. Student made expected progress.
FSM PP	B	Encouraged to use Zingui to communicate effectively with staff and answer questions. Works in small groups. Individualised spelling test and handwriting booklet. All assessments completed in September and reading lists and spellings based on baseline results.	A Zingui is regularly used in lessons to communicate. Struggles with writing however is trying very hard. Student made below expected progress.
FSM PP	C	1:3 teaching group. Check understanding of task, weekly reading and key word list.	Student made expected progress.
FSM PP	D	Check understanding of task. Check expectation.	Confident and independent reader. Student made below expected progress.
FSM PP	E	HI support. 1:3 teaching. Sits at front of the class. Check understanding of task. Some 1:1 support.	Growing in confidence and willingness to be independent. The student struggles with comprehension but this is due to his HI. Student made expected progress.
PP	F	Check expectation. Encourage speech through questioning	Improved creative writing. Confident and independent reader. See results table below.
PP	G	Help with spellings and use of whiteboard if necessary. Works in a small group. Constant encouragement to form letters correctly especially the use of finger spaces. Individualised spelling test and handwriting booklet. All assessments completed in	Student made expected progress.

		September and reading and spelling lists created based on baseline results.	
PP LAC	H	Small group work with TA. Individualised spelling and handwriting booklet	Student made expected progress.
FSM PP	I	Seating plan in place. Works in small groups. Individualised spelling test and handwriting booklet. All assessments completed in September and reading and spelling lists created based on baseline results.	Student made expected progress.
PP	J	Individualised targets on his work encouraged to extend his written work.	Struggles with comprehension due to Autism. The student needs certain words explained in context. Student made expected progress.
FSM PP	K	Small group work with TA. Individualised spelling and handwriting booklet. Positive praise helps to stay focused on task.	Student made expected progress.
PP	L	Sits alone, visual cue cards. Check understanding of task. Reminders to stay on task. Praise to stay focussed. Some 1:1 support.	Improved listening skills and easier to turn focus back on task. Very creative when concentrating. Student made expected progress.
LAC PP	M	Check understanding of task.	Independent reader and confident. Student made expected progress.

End of Key Stage 4 English

Pupil Premium	Student	Intervention	Impact
FSM PP	A	Extra exam style questions in lessons as well as for homework.	Student made expected progress.
FSM PP	B	1:4 teaching group for extra support. Reassurance, check understanding of task. Weekly mock exams. Exam questions for homework and weekly S&L task	Very keen and positive attitude to learning. Student made below expected progress
PP	C	1:4 teaching group for extra support. Reassurance, check understanding of task. Weekly mock exams. Exam questions for homework and weekly S&L task. Reminders to stay on task.	More willing to try even if the task is deemed as hard. Student made below expected progress
FSM PP	D	1:1 HI support. Check understanding of task. Exam questions in lessons and weekly mock exam. Mock exam style questions for homework and weekly S&L task.	Willingness to try to answer the exam style questions and the resilience to keep going. Student made above expected progress.
FSM PP	E	Visual cue cards, support from the TA. Check understanding and 1:1 support	Student made expected progress.
FSM PP	F	Check understanding of task. Weekly mock exams. Exam questions for homework and weekly S&L task. Reminders to stay on task.	Improved focus. Student made above expected progress.
FSM PP	G	Check understanding of task. Weekly mock exams. Exam questions for homework and weekly S&L task. Reminders to stay on task.	Student made expected progress.

PP	H	1:4 teaching group for extra support. Reassurance, check understanding of task. Weekly mock exams. Exam questions for homework and weekly S&L task	Enjoys being independent and willingness to try to succeed. Student made above expected progress.
FSM PP	I	Check understanding of task. Weekly mock exams. Exam questions for homework and weekly S&L task. Reminders to stay on task.	Student made above expected progress.
FSM PP	J	Lots of 1:1 support to catch up due to regular absence. Exam questions and weekly mock exams. Homework is exam style questions and weekly S&L tasks.	Student made below expected progress.
PP Forces	K	Check understanding of task, reassurance with answering exam style questions. Weekly S&L questions and homework is exam style questions.	Student made above expected progress.
FSM PP	L	Expected to meet targets and doing many exam style questions. Mock exam questions for homework and weekly S&L tasks.	Student made above expected progress.
FSM PP	M	1:1 tuition	Student made above expected progress.

English progress at the end of Key Stage 3												
	2016 - 2017				2015 - 2016				2014 - 2015			
	No in cohort	Below Target %	On Target %	Above Target %	No in cohort	Below Target %	On Target %	Above Target %	No in cohort	Below Target %	On Target %	Above Target %
All	25	8	12	80	32	16	16	68	21	32	21	47
Male	16	6	6	88	23	22	13	65	17	33	20	47
Female	9	11	22	67	9		22	78	4	25	25	50
LAC	3			100	3			100	1	100		
FSM	3			100	15	12	12	74	8	50	25	25
MLD	20	10	15	75	21	14	14	72	16	35	22	43
SLD	4			100	11	9	18	73	5	20	20	60
ASD	5		40	60	13	31	15	54	7	16	50	34
SEBD	1			100	2			100	0			
S&L	2			100	3		34	66	5	20		80
HI	1			100	0				1	100		

English Progress at the end of Key Stage 4												
	2016/2017				2015/2016				2014/2015			
	No. in Cohort	Below Target %	On Target %	Above Target %	No. in Cohort	Below Target %	On Target %	Above Target %	No. in Cohort	Below Target %	On Target %	Above Target %
All	20	30	15	55	16	19	25	56	25	4	44	52
Male	16	25	19	56	12	17	17	66	19		47	52
Female	4	50		50	4	25	50	25	6	17	33	50
LAC	0				1			100	2			100
FSM	10	30	10	60	5	20	20	60	10		60	40
MLD	15	27	13	60	13	23	15	62	18	6	61	34
SLD	4	50	25	25	2	50		50	6			100
PMLD	0				0				0			
ASD	7	29	29	42	6		50	50	10		40	60
SEBD	0				1			100	0			
S&L	5	60		40	0				1			100
HI/VI	1			100	0				1			100
PD	0				1		100		0			
Forces	1			100	0				0			

End of Key Stage 3 Maths

Pupil Premium	Student	Intervention	Impact
FSM PP	A	Support from specialist Maths TA	Made expected progress
FSM PP	B	Small TA led group work. Increase the amount of sign language used due to no zingui being available. Target work and homework on number. Homework to consolidate.	Core number understanding to improve. Strengthening core skills which are used throughout school. Accurate recording of answers. Made expected progress
FSM PP	C	Break down tasks into smaller manageable tasks	Stay on task for longer periods to enable progress. Made above expected progress
FSM PP	D	More practice in some of the basics to enable her to move on. This will be done through homework and target work in class.	Gaining clearer understanding on the foundation of this topic. Made above expected progress
FSM PP	E	Support from specialist Maths TA	Made expected progress
PP	F	Support from specialist Maths TA	Made above expected progress
PP	G	Repeating of instructions. Seating reviewed depending on task. Encouraged to improve 3 and 4 times table. Introduce challenging work. Show and encourage to problem solve	Consistent in her understanding of larger/smaller and of the functions + and x. Improved confidence when working in division. Understanding of different units of measurements. Made expected progress

PP LAC	H	1:1 after school support in basic number knowledge also in larger/smaller. Selective language 'bunny hops' along a number line. Making measurements in real life situations.	Confident in + and x up to 20. Confidence in addition and subtraction up to 20. Accurately read from a ruler. Made expected progress
FSM PP	I	More challenging work in class to demonstrate higher levels	Confident measurement using a ruler and temperature. Made expected progress
PP	J	Monitor in class to ensure work is being completed - more challenge	Made expected progress
FSM PP	K	Challenging work in class to demonstrate higher levels. Encouraged to bake at home and to measure using scales.	Confident measurement using a ruler and temperature. Working with grams and litres. Made expected progress
PP	L	Small group work with additional support. Target work and homework focussing on using and applying. More teacher/TA intervention to check on task and has a clear understanding of the task in hand.	Strengthening core skills that are used throughout school. Completing maximum work including extension tasks that are signed off at a higher level.
LAC PP	M	Support from specialist Maths TA	Made expected progress

End of Key Stage 4 Maths

Pupil Premium	Student	Intervention	Impact
FSM PP	A	2 x 1:1 sessions with maths specialist. Catch up on work missed.	Higher engagement with new maths concepts gaining a greater understanding of the requirements for A Level maths. Made expected progress.
FSM PP	B	To have work checked on a regular basis to ensure clarity of topic. Complete exam style questions for homework. Move onto extension tasks having completed main task correctly.	More familiarisation with exam style questions. Made below expected progress.
PP	C	Group sessions with the maths TA specialist.	More familiarisation with exam style questions. Made expected progress.
FSM PP	D	1 x 1:1 session with TBu a BSL signer. Complete exam style questions for homework	More familiarisation with exam style questions. Made below expected progress.
FSM PP	E	Group sessions with the maths TA specialist.	Made expected progress.
FSM PP	F	Group sessions with the maths TA specialist.	Made below expected progress.
FSM PP	G	Seating plan in place to avoid disruptions. Complete exam style question for homework.	Higher engagement in maths achieving more set objectives. More familiarisation with exam style questions
PP	H	Group sessions with the maths TA specialist.	Made expected progress.

FSM PP	I	Seating plan in place to avoid disruptions. Complete exam style question for homework.	Higher engagement in maths achieving more set objectives. More familiarisation with exam style questions. Made expected progress.
FSM PP	J	Personalised timetable for maths to catch up on work missed in order to sit GCSE examination in June 17.	Made below expected progress.
PP Forces	K	Group sessions with the maths TA specialist.	Made expected progress.
FSM PP	L	Working independently to avoid being off task. Complete exam style questions for homework	Maximum work attempted and extension exercises. More familiarisation with exam style questions. Made expected progress.
FSM PP	M	1:1 tuition	Made below expected progress.

Maths Progress at the end of Key Stage 3												
	2016 - 2017				2015 - 2016				2014 - 2015			
	No in cohort	Below Target %	On Target %	Above Target %	No in cohort	Below Target %	On Target %	Above Target %	No in cohort	Below Target %	On Target %	Above Target %
All	25	4	16	80	32	6	6	88	21	32	21	47
Male	16	6	13	81	23	9	4	87	17	33	20	47
Female	9		22	78	9		11	89	4	25	25	50
LAC	3			100	3		28	75	1	50	25	25
FSM	3			100	15	7		93	8	100		
MLD	20	5	10	85	21		5	95	16	35	22	43
SLD	4		25	75	11	9	9	82	5	20	20	60
ASD	5		20	80	13	8	8	84	7	16	50	34
SEBD	1			100	2			100	0			
S&L	2		50	50	3	34		66	5	20		80
HI	1			100	0				1	100		

Maths Progress at the end of Key Stage 4												
	2016/2017				2015/2016				2014/2015			
	No. in Cohort	Below Target %	On Target %	Above Target %	No. in Cohort	Below Target %	On Target %	Above Target %	No. in Cohort	Below Target %	On Target %	Above Target %
All	20	50	50		16	13	25	63	25	12	24	64
Male	16	44	56		12	17	33	50	19	11	21	68
Female	4	75	25		4			100	6	17	33	50
LAC	0				1		100		2			100
FSM	10	40	60		5	40		60	10	10	30	60
MLD	15	33	67		13	8	23	70	18	17	28	56
SLD	4	50	50		2		50	50	6		17	83
PMLD	0				0				0			
ASD	7	49	51		6	17	7	66	10	10	40	50
SEBD	0				1			100	0			
S&L	5	60	40		0				1			100
HI/VI	1		100		0				1			100
PD	0				1	100			0			
Forces	1	100			0				0			

Summary:

Focus	No of students	Cost	Impact	Progress Outcome
Wolverhampton Vocational training centre	16	£6585.28	To provide the students with an alternative curriculum and access to vocational qualifications	Students gained additional vocational qualifications
Equipment for WVTC	16	£352.00	To enable students to access all of the curriculum	To support students to gain additional qualifications
Work Experience	1	£1610.70	Students gained experience and confidence in a work place.	students gained access to work environment and independence
Travel Training	5	£2000.00	Students learn the skills to travel independently, read bus/train timetables and be part of the local community.	Number of students travel independently.
Subsidised Residential	3	£165.00	For students to build relationships with peers and staff, to stay away from home and learn new skills and try new activities	Experience outdoor learning ,try new skills and work as teams and pairs
Reading	8	£800.00	To support students to develop and improve their reading skills	Students made progress in their reading

Nurture	4	£1800.00	Year 7 students took part in Nurture, gaining skills in turn taking, listening ,communication and a wide variety of social skills	All students made progress on Boxalls by at least 10% improvement.
Rebound	1	£850.00	Students had access to alternative therapies.	Positive feedback from students
After school clubs	21	£8400.00	Gained new skills and work with different staff, to improve social skills and confidence to take part in activities with students from across the school.	Working with external agencies to provide activities.
Lunchtime Clubs	12	£5400.00	To support and develop strategies for students in unstructured times. To encourage positive relationships and prepare for afternoon learning.	Improves behaviour and reduces incidents at unstructured times
Small group intervention	5	£4500.00	To support and develop the social skills, self esteem and emotional well being for students . To work on topics relating to relationships, safety, body image	Working with external agencies to provide appropriate support for students with their emotional well being.
ECM	11	£3075.00	To support students and families with breaking down the barriers to learning. Working with families to improve attendance , safe and well checks and improving access to the curriculum.	Improved parents engagement with their childs learning and attendance.

ESU support	30	£5860.00	Students have snacks and drinks as and when required throughout the day. Support and guidance offered to support students to make the right choices.	30 students remained in lessons and accessed support regarding their emotional well being.
Sports Competitions	13	£4000.00	Students gained confidence to participate in sporting competitions out of the school environment against students from other schools. Students learn about winning, losing and sportsmanships.	Students achieved success in competitions and represented the school.
Family Seal	1	£150.00	Parents/carers had time together to support each other and build relationships with each other and school. Parents/carers also took part in learning activities with their child.	Improves relationships between home and school.
Phyzzie Group	9	£1800.00	Improving physical strengthening, cardiovascular, self esteem, self management, stamina, core stability, balance , co-ordination and confidence	Students now have the confidence and knowledge to engage in activities outside the school environment independently. Gym project in still place for students.
Forest Schools	9	£1800.00	Team building in small groups, new experiences of making fires, creating	Learning experience in the outdoor

			dens and exploring the natural environment.	environment and trying new skills.
Food Technology	49	£1470.00	Students learning how to cook food from raw ingredients to make a nutritious and balanced snacks and meals	Providing a healthy lifestyle experience. Year 11 students gaining BTEC level 2 qualification.
Personalised Timetable	3	£13.062.50	ECM Co-ordinator worked with families to improve attendance and access to learning by offering alternative curriculum.	Keeping all students safe and supporting the emotional well-being of the individual student, with 1 student returning full time to school.
OT	Student 1	£800	Equipment issues , impacting on learning	Assessment completed Adaptations provided to provide a more comfortable position to work.
	Student 2	£800	Fine motor skills ,	Assessment completed Adaptations provided to support with writing, eating. Regular movement breaks allow student

				to stay focused and access their learning
	Student 3	£800	Fine motor skills and fidgety in class	Assessment completed and adaptations provided for fine motor skills. Using tactile items and fidget cushion. Improved
	Student 4	£800	Fine motor skills	Assessment completed and tactile equipment provided
	Student 5	£800	Sensory integration and diet	Assessment completed, referral to SLT. Calming strategies and sensory diet in place and used regularly.
	Student 6	£800	Request to look at Sensory needs	Assessment completed and strategies shared to improve access to learning

	Student 7	£800	Support for parents	Assessment completed and support with outside agencies including housing
	Student 8	£800	Posture, writing and fine motor	Specialist seating set up to improve posture during learning and fine motor support to support learning.
	Student 9	£800	Difficulties in class to concentrate	Assessment completed, tactile items and biting items provided to aid learning and encourage concentration and remaining in class.
	Student 10	£800	Support with seating and anxiety levels	Assessment completed and equipment provided for more comfortable seating and to reduce anxiety

				levels in the learning environment.
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Attendance

Year	Whole School	LAC	Difference from Whole school	FSM	Difference from whole school
2013/14	94%	96.3%	+2.3%	92.4%	-1.6%
2014/15	94%	94%	0	94%	0
2015/16	93%	94%	+1%	90.8%	-2.2%
2016/17	94%	96%	+2%	94%	0

Pupil Premium Strategy 2017-18

Hednesford Valley High pupil premium grant allocation for 2017-18 is £65,750.

The main barriers to the educational achievement faced by eligible students at the school are:-

- Low levels of literacy
- Low levels of numeracy
- Maintain good attendance
- To develop and implement a student mentor/buddy scheme across the school to support emotional wellbeing.

How Pupil Premium money will be spent to address barriers above:-

- Reading intervention project with targeted students due to low literacy levels.
- To support MLD learners for the linear course of GCSE-mock exams, practice exam questions regularly, revision lessons and packs to go home.
- Monitor ASD boys in KS3 English - to monitor progress and ensure problem-solving opportunities are developed.
- FSM students in Maths to make better progress in KS4 -groups identified early, regular monitoring and review progress made. Development of teaching maths outside of the classroom in the local community.
- Early identification of students with mental health using the Early Help Referral forms to action early intervention, to support mental well-being.
- Every Child Matters Co-ordinator to carry out Safe and Well checks and work with parents/carers and agencies to support good attendance, to enable students to achieve better outcomes.
- Staff member to be identified to implement the strategies for student mentor/buddy scheme and embed the culture within the school environment.

The impact of Pupil Premium will be measured using outcomes of data by the Every Child Matters Co-ordinator in September 2018.