

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 2017-2018 financial year, Hednesford Valley High was in receipt of the following:

For 76 children on FSM	£ 65,750
Additional Pupil Premium money	£ 6,550
Children adopted in care	£ 1,900
LAC	£ 16,570
children of service personnel	£ 300
Total	£ 91,070

This means 49% 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	15	24	62.5%
Year 8	15	30	50%
Year 9	17	31	58%
Year 10	14	31	45%
Year 11	15	31	48%

Pupil Premium Strategy 2017-18

Hednesford Valley High pupil premium grant allocation for 2017-18 was £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.

Areas for development for 2017-18 are shown in black, the red shows actions taken

- Reading intervention project with targeted students due to low literacy levels. **R.Gardiner worked with targeted students on a 1:1 basis to improve reading skills.**
- To support MLD learners for the linear course of GCSE-mock exams, practice exam questions regularly, revision lessons and packs to go home. **Staff teaching GCSEs supported students to prepare for exams by doing mock exams**

under exam conditions. Teaching staff put together revision packs with practice papers as homework and went through exam questions with students each week after the courses has been completed, most students achieved good results

- Monitor ASD boys in KS3 English - to monitor progress and ensure problem-solving opportunities are developed. **ASD boys progress was monitored by the English subject leader and senior staff in data meetings.**
- 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. **Regular monitoring of students on FSM, led to interventions and support resulting in this group making excellent progress and achieving better results than the cohort.**
- Early identification of students with mental health using the Early Help Referral forms to action early intervention, to support mental well-being. **A.Hodson attended training on Mental health first aid which has meant more students are picked up quicker and support offered, Early heap forms identifying concerns around mental health. Parents also accessing support following coffee morning held by S.Howard and M.Watkeys**
- 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. **Regular safe and well checks completed and recorded, continuing to work with outside agencies to support families, regular meetings held with both parents and students to address issues and move forward.**
- Staff member to be identified to implement the strategies for student mentor/buddy scheme and embed the culture within the school environment. **M.Watkeys and S.Howard have implemented the buddy system using older students to support the more vulnerable students in school, this allows friendships to be built and helps students to feel part of the school community.**

2017-18 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.

Focus	No of students	Cost	Impact	Progress Outcome
Wolverhampton Vocational training centre	17	£6996.86	To provide the students with an alternative curriculum and access to vocational qualifications	Students gained additional vocational qualifications
Equipment for WVTC	17	£374.00	To enable students to access all of the curriculum	To support students to gain additional qualifications
Work Experience	3	£4832.10	Students gained experience and confidence in a work place.	Students gained access to work environment and independence
Travel Training	8	£3200	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 For year 7 students	7	£550	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
Residential to support transitions for year 11 students to 6 th Form	6	£2500	Students attended 2 residential experiences for 4 nights each. One at an activity centre with 1000 other young people and the other at Stoke University. Students worked together to prepare for a charity event.	Experience of working with peers from other schools and experiencing new environments.
Reading	17	£2720.00	To support students to develop and improve their reading skills	Students made progress in their reading
S&L Project	16	£7680.00	To Support students to develop and improve communication skills	Progress in speaking and listening
Nurture	2	£900	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	3	£2550.00	Students had access to alternative therapies.	Sustaining exercise for longer periods
After school clubs	20	£8000.00	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	30	£13,500.00	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	28	£25200.00	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 support for students with their emotional well-being.
ECM	33	£7950.00	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/carers engagement with their childs learning and attendance.
ESU support	19	£2060.00	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.
Behaviour support	9	£5340.00	Support students to access the curriculum and reduce incidents	Students remained in lessons.
Sports Competitions	15	£3000	Students gained confidence to participate in sporting competitions out of the school environment against students from other schools. Students	Students achieved success in competitions and represented the school.

			learn about winning, losing and sportsmanships.	
Family Seal	2	£300	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.
Forest Schools	27	£5400.00	Team building in small groups, new experiences of making fires, creating dens and exploring the natural environment.	Learning experience in the outdoor environment and trying new skills.
Food Technology	66	£1980.00	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	2	£8775.00	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.
Duke of Edinburgh Award	4	£4000	Students completed expeditions, teamwork, volunteering , independence	Bronze qualification

			and physical skills with the support of staff and an external provider	
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Attendance

Year	Whole School	LAC	Difference from Whole school	FSM	Difference from whole school
2015/16	93%	94%	+1%	90.8%	-2.2%
2016/17	94%	96%	+2%	91%	-3%
2017/18	92%	99%	+7%	91%	-1%

Pupil Premium Strategy 2018-19

Hednesford Valley High pupil premium grant allocation for 2018-19 is £71,060

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

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

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

- Continuing work from the Every Child Matters Co-ordinator to monitor and improve the attendance of students with persistent absence. Administration support to monitor daily absence and implement the schools new attendance procedure. Every child matters co-ordinator to complete safe and well checks for non-attending students.
- Reading intervention by a dedicated Teaching assistant on a 1-1 basis to improve literacy skills, small group work with a dedicated teaching assistant to support speaking and listening. 1-1 support from a teaching assistant to support students with exam preparation and revision skills.
- Numeracy, teaching staff to implement interventions in tutorial times.
- To further develop qualifications in Maths and English at KS4 to enable better achievement and progress.
- Training and support to students who are mentors, prefects and buddies. Continued support throughout the academic year to effectively monitor and up date training for the students to effectively support the emotional well being of all our students.
- The impact of Pupil Premium will be measured using outcomes of data by the Every Child Matters Co-ordinator in September 2019.