

## **Pupil Premium Report to Parents/Carers 2014-15**

### **Introduction**

School receive a sum of money to support the education of students from low income families who are in receipt of free school meals (FSM) (£900) and those who had received FSM at any time during the previous six years (Ever 6 Free School Meals Measure). School also receive 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. School also receive money for children of service personnel (£300).

In 2014-2015 Hednesford Valley High was in receipt of the following:

£51090	For 58 children on FSM
£10290	Additional Pupil Premium money
£3800	Children adopted in care
£8100	LAC
£600	2 children of service personnel
£73880	Total

This means 38.6% of the school population were eligible for Pupil Premium Support

Year	Number in Year
7	13
8	17
9	10
10	7
11	11

Areas for development from 2013-2014 were as follows:

- Strategies are reviewed to assess impact and value for money.
- Differences in the needs and characteristics of Pupil Premium students are clearly understood and addressed so that rapid progress can be made.
- Two groups in Year 7 moved into 3 groups in Year 8.
- Teaching staff are supported to ensure that the strategies they are using to support Pupil Premium students in the classroom are effective at tackling underachievement.
- Support staff received further training on securing progress, particularly with providing feedback and literacy.
- Appointment of an Every Child Matters (ECM) Co-ordinator to work with Pupil Premium students and parents/carers to improve engagement and attendance.
- Subject Co-ordinators, ECM Co-ordinator, SENCO, Senior Leaders and Governors regularly monitor and evaluate provision, expenditure and impact for Pupil Premium students.

### Actions taken

1. Strategies were recorded, mapped, costed, reviewed and progress was made by students in the SPEAC, nurture group, phyzzie group, and Friendship group. Behaviour support intervention, reading intervention and Occupational Therapy.
2. All students in KS3 on FSM made progress between 1 to 2 levels and this was in line with their peers. Most students in KS4 on FSM made progress between 1 to 2 levels, 1 LAC student exceeded targets and achieved 2 levels of progress. 1 LAC student did not achieve targets due to attendance issues and moving placements.
3. The impact of moving 2 tutor groups into 3 has been :  
Improved behaviour – decrease in incidents  
More progress in academic subjects  
Better social skills
4. Results show that teaching staff are effectively tackling under achievement by putting in interventions for individuals when required.
5. Support staff received training in reading from 3SC which lead to reading interventions throughout the school.
6. Every Child Matters Co-ordinator was appointed and this has impacted on the school as follows: Students on FSM have similar attendance to the rest of the school ( they had been below the school for the last 2 years)
  - Improved relationships with parents/carers due to the open door approach and home visits
  - Improved emotional well-being of students due to the open door approach in the Emotional Support Unit (ESU)
  - Families are receiving early intervention due to early referrals by the Every Child Matters Co-ordinator.
  - Students feel safer in school; the school is a better place because the students feel supported and safe.(see students feedback)

### 2014-15 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.

### Transition

#### Year 7

67% of year 7 students are entitled to FSM. All students were visited in Primary schools and staff also attended additional meetings for students who were based in units to organise transition. A twilight training session was organised for all staff with a member of staff from one of the primary schools, 5 work stations were purchased and students attended 2 transition days at the school to welcome them to HVH.

There are lunchtime clubs for students who need structure at social times. All will be involved in Forest schools and selected students will be part of the Nurture group. All students will have an opportunity to attend a residential for 3 days and 2 nights.

#### KS4

Transition visits and workshops for students with support and transport to attend Wolverhampton Vocational Training Centre in KS4 and work placements in KS5.

#### KS4/5

Transition visits and workshops for students with support in years 11, 12, 13 and 14 to move out of school to the next stage.

Plus individual arrangements for those who require a bespoke package as follows.

<b>Activity/Intervention</b>	<b>Cost</b>
Family Seal	£300.00
Occupational therapy	£1105.00
Phyzzie Group	£400.00
English – Read + S+L	£1800.00
After school clubs	£4800.00
Food Technology	£1230.00
Personalised timetable	£2000.00
Transition	£2386.00
Reading Yr 7	£1400.00
Forest Schools	£1200.00
Support for work experience in KS5	£10877.00
BSM	£3625.00
ECM Co-Ordinator	£12000.00
Travel Training	£400.00
Lunchtime clubs	£7650.00
Extra Class in year 8	£27540.00
Small group intervention	£4500.00
College	£19950.00
Phased transition with 1:1 support	£1000.00

#### Interventions

Nurture group with 6 students which ran throughout the year to enable them to learn social skills and gain confidence to learn and to listen to their peers.

1:1 support for students whose challenging behaviour is affecting their progress and others by the Behaviour Support Manager.

Homework support is available at lunchtime and tutor time.

Phyzzie Group, rebound and horse riding to improve student's mobility and physical posture.

Friendship group to learn what makes a good friend and how to be a good friend.

Phased transitions start for new students with 1:1 support to give support and model how to behave to enable success and confidence at HVH after failing at another school so starting in mid-year.

SPEAC project (20) to learn to listen and speak to others and build confidence to improve comprehension.

Occupational therapist (OT) carried out assessments to provide staff with strategies such as sensory diets to enable students to access learning. OT carried out individual sessions to aid postural stability and carried out 2 home visits and 3 meetings in school to give parents/carers advice for home.

#### Curriculum Provision KS4

Students have choices to ensure they follow courses they enjoy as well as doing the core subjects. Students are organised by ability to enable students to work on appropriate course to make progress. 3 students were given the choice to select 2 out of 4 GCSE courses to study to enable progression pathways (German and History).

All MLD and most SLD students attend college one day a week to start early transition. This involved working at a different site each term, learning their way around each site and purchasing food in the canteen. This was followed up each week with washing and drying the overalls used each week ready for use again.

#### Curriculum Provision KS5

Each student had a personalised pathway option with an option choice on Mondays. MLD students and some SLD students studied at Cannock Chase High School (CCHS) a main stream school with access to the sixth form centre and canteens at lunchtimes and break times.

Student's personalised pathways have a combination of the following:-

Independence.

The curriculum throughout the school has a focus on independence for all at every level. Every child is taught to be independent in the school environment. Every child has opportunities to go out of school in pairs, small groups and large groups to a variety of local venues to gain social skills of being in the community and accessing local amenities.

Extra curriculum activities trips and visits.

Students on Pupil Premium have taken part in the following:-

- Sporting fixtures and competitions

- Lunchtime and after school club
- Reward trips
- Enrichment days
- Year 7 residential to Kingswood for 3 days and 2 nights
- Meals out
- Forest schools
- Travel training
- Family Seal
- Concert in Birmingham
- German market
- Girls Get Active

### Impact

### Attendance

<b>Year</b>	<b>Whole School</b>	<b>LAC</b>	<b>Difference from whole school</b>	<b>FSM</b>	<b>Difference from whole school</b>
2012/13	93.4%	98.4%	+5%	91.3%	-2.1%
2013/14	94%	96.3%	+2.3%	92.4%	-1.6%
2014/15	94%	94%	0	94%	0

The work carried out by the ECM Co-ordinator which has involved home visits, working with parents/carers and professionals has closed the gap in attendance for students on FSM.

### Nurture

Boxall Profile assessments show the following improvements:

FSM – 1 student

15 out of 20 strands

5 were at expected norm

LAC – 1 student

15 out of 20 strands

3 were expected norm.

### Transition

2 students successfully transferred from mainstream school to HVH full time by July 2015

## SPEAC

SALT narrative tests for students showed the following:

Year 8

FSM students made progress by +4, +5, +5 and +12

Year 9

FSM students made progress +5 and +9

Year 11

LAC student did not make progress -1 due to personal circumstances.

## Occupational therapy

2 students on FSM and 1 LAC had assessments carried out by the OT and sensory diets were put in place to reduce the number of accidents at school, increase attention in the classroom, increase independence in choosing activities to self-regulate.

1 LAC student had 1:1 half termly sessions to develop visual motor skills and this resulted in correct pressure placed on a pencil, increased body composition when writing, starting a letter at the correct point more consistently, achieving a pincer grasp and increased visual attention in writing.

2 LAC students were assessed and advice for strategies was given to the Care settings and staff at school.

## Phyzzie Group

The regular work outs results in improvements in physical strengthening, stretching, cardiovascular, self-esteem, self-management and encouragement, stamina and confidence. This affects attitude towards healthy active lifestyles and the motivation to stay active for life. This has led to older student's physical fitness reaching a level where they can exercise independently at home or in their local leisure centres.

## Areas for Development for 2015-16

- Increase size of Emotional Support Unit Room.
- Develop a SLD curriculum to improve access to curriculum for year 8 and year 9
- Increased support for year 11 students to obtain qualifications.
- Reading intervention by staff and students
- Appoint and train an assistant in ESU to support emotional well-being of students.
- To develop work experience in groups with support for SLD students in KS5.