

Pupil Premium Report to Parents/Carers 2015-16

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) (£900) 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 (£300).

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

For 61 children on FSM	£59840.00
Additional Pupil Premium money	£1240.00
Children adopted in care	£300.00
LAC	£12570.00
2 children of service personnel	£300.00
Total	£74250.00

This means 40.4% of the school population were eligible for Pupil Premium Support

Year	Number in Year entitled to PP	Total Students in Year	% of Cohort
7	17	23	74%
8	8	25	32%
9	12	33	36%
10	8	20	40%
11	5	17	29%

Areas for Development for 2015-16 are shown in black; the red shows the actions taken:

- Increase size of Emotional Support Unit Room. **This didn't happen in 2015-16 however building work has now been completed for 2016-17**
- Develop a SLD curriculum to improve access to curriculum for Year 8 and Year 9 **Action completed – SLD curriculum up and running**
- Increased support for Year 11 students to obtain qualifications. **Action completed - GCSE support to targeted students, additional revision papers for home and 1:1 support in school as well as emotional support and stress relief to Year 11 students.**
- Reading intervention by staff and students. **Action completed - Reading intervention on a 1:1 basis which has led to increased progress to work on closing the gap.**
- Appoint and train an assistant in ESU to support the emotional well-being of students. **Action completed - ESU assistant appointed April 2016.**
- To develop work experience in groups with support for SLD students in KS5. **Action completed - work experience, community inclusion projects, leisure activities and projects around school.**

2015-16 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 as well as students attending 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.

KS3 to 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 to KS5

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

In addition there are individual arrangements for those who require a bespoke package as follows:

Activity/Intervention	Cost
Family Seal	£300.00
Occupational therapy	£2435.00
Phyzzie Group	£800.00
English – Read + S+L	£7040.00
After school clubs	£7300.00
Food Technology	£1560.00
Sports Competitions	£3510.00
Subsidised Residential Trip	£330.00
Nurture	£4050.00
Forest Schools	£3200.00
Support for work experience in KS5	£9664.20
BSM	£972.00
ECM Co-Ordinator	£6000.00
Travel Training	£6000.00

Lunchtime clubs	£11700.00
ESU support	£3710.00
GCSE intervention	£800.00
Wolverhampton Vocational Training Centre	£11400.00
Equipment for WVTC	£600.00

Interventions

- Nurture group with 9 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 lunchtimes and during tutor time every week.
- Phyzzie Group and Rebound to improve students' mobility and physical posture every week.
- Support from the ESU for students emotional well-being, confidence and self-esteem. Friendship group carried out by ESU staff.
- Community projects as well as work experience for our 6th Form students both at CCHS and HVH in a variety of projects and establishments. Personalised timetable with 1:1 tuition to ensure access to education during challenging periods.
- SPEAC project - to learn, to listen and speak to others and build confidence to improve comprehension. This was carried out in small groups 3 times each week for 7 weeks.
- 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.

Curriculum Provision KS4

Due to the small numbers of SLD and MLD students in Years 9 and 10, the school offered options together thus enabling viable teaching groups. A Parents/Carers evening provided information about the options and choices available, to enable parents/carers to support their children in making choices together. The organisation of students by ability will allow them to make progress.

Wolverhampton Vocational Training Centre (WVTC)

All learners in Years 10 and 11 attended WVTC one day a week and all except 3 students gained qualifications at ELC 3. The vocational courses at WVTC inspired a number of students to think about different pathways of learning. Thus students have accessed a wider range of courses on leaving school due to the experiences gained in Year 11.

Year 11 Destinations:

- 2 South Staffordshire College – Routes to College
- 2 South Staffordshire College Rodbaston – Routes to Animal Care
- 1 South Staffordshire College – Part Time Learning
- 2 South Staffordshire College Cannock – Mechanics
- 1 South Staffordshire College Rodbaston – Multi-Skills Construction
- 1 NOVA Training Study Programme
- 1 HVH Sixth Form at HVH
- 1 HVH Sixth Form at CCHS
- 1 working full time
- 1 Walsall College – Mechanics
- 1 Sunfield Special School
- 1 Stafford College – Mechanics

This is the first time a female student has started a Multi-Skills construction course.

The Year 10 students will continue to attend WVTC in Year 11 and will study courses at Level 1. All of the MLD students and a few of the SLD students in Year 10 will go to WVTC; this is due to restricted places governed by the school only having 3 minibuses and the limited space at WVTC.

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. One student works alongside mainstream students twice a week to gain additional qualifications. Students' personalised pathways have a combination of independence and travel training.

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. The students have participated in work experience at various placements including Newlife, Tesco (Hednesford), Cycle R, Longford Centre, St Chad's Church and Hednesford Park.

Extra Curriculum Activities, Trips and Visits

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

- Sporting fixtures and competitions – outdoor and indoor athletics, basketball tournament, cricket, football tournament
- Lunchtime and after school clubs
- Reward trips
- Enrichment days
- Year 7 residential to Kingswood for 3 days and 2 nights
- Meals out
- Forest schools
- Travel training
- Family Seal
- Celebrations – opening of the new front of school by Neil Baldwin
- Mini Olympics Day to prepare for Rio Olympics

Attendance

Year	Whole School	LAC	Difference from whole school	FSM	Difference from whole school
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
2015/16	93%	94%	+1%	90.8%	-2.2%

Nurture

8 students on FSM took part in Nurture group activities in 2 small groups. They met weekly to take part in social activities from mid October 2015 to the end of May 2016.

The students were assessed using the Boxall Profile assessments in October 2015 and then again in June 2016. There are 10 developmental strands from A to J and 10 diagnostic strands from Q to Z. One student made progress in 1 strand, one student made progress in 3 strands, 3 students made progress in 5 strands, one student made progress in 6 strands and one student made progress in 14 strands. Only one student did not make any progress.

Behaviour Support

19 students entitled to Pupil Premium received support from the Behaviour Support Manager to be able to identify triggers, develop strategies to improve behaviour, monitor and track students. The BSM supports in lessons, as well as out of lessons and will deal with consequences. The BSM will put together Reactive Management Plans, Risk Assessments, Proactive Approach Plans and individual

arrangements to support students and staff to work with the Behaviour Strategy. The BSM ensures that staffing is correct and will put together 1:1 funding requests for students who require this.

One student on FSM and one LAC student have 1:1 support around the school to support their behaviour and this also allows a personalised timetable when required.

Personalised Timetable with 1:1 Tuition

A number of students have personalised timetables, e.g. a Year 10 student was allowed to join Year 11 to complete courses early and had additional 1:1 tuition for revision. This resulted in early qualifications and the student was able to start A Levels in Maths and History at CCHS in Year 11 in September 2016.

Transition

Year 7 has a high number of students on Pupil Premium (74%). Transition into the school was successful for all of the students.

2 students successfully transitioned into school during the school year after a large period of time out of education.

One student transitioned successfully from a SEBD setting to HVH full time.

SPEAC

SALT narrative tests for students showed the following:

FSM

All nine Year 9 students made progress as follows:

3 made +3

1 made +4

3 made +5

1 made +6

1 made +15

LAC

Both Year 9 LAC students made +10 progress.

Occupational Therapy

13 students on FSM and 2 LAC students had occupational therapy assessments carried out by the Occupational Therapist, Jess Quinn, and sensory diets were put in place.

Impact - to increase attention and learning in the classroom, increase independence in basic needs, provide students with support using equipment such as chairs, chewies, etc and giving young people activities for self-regulation, thus reducing the number of incidents in school. The Occupational Therapist had discussions with 14 parents/carers to give advice about the use of strategies at home.

Phyzzie Group

The regular work outs resulted 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 students' physical fitness reaching a level where they can exercise independently at home or in their local leisure centres. Four students on PP took part in the Phyzzie group throughout the year.

End of Key Stage Data

KS3

English - 15 students on FSM exceeded the performance of their peers in English. 3 LAC students made the highest progress in English, all achieved in the upper quartile.

Maths – 15 students on FSM exceeded the performance of their peers in Maths. 2 LAC students achieved in the upper quartile and 1 achieved in the middle quartile.

KS4

English – 60% of students on FSM (5) achieved in the upper quartile thus exceeding their peers and 80% made expected progress or above. 100% of LAC students (1) achieved in the upper quartile exceeding their peers.

Maths – 60% of students on FSM (5) achieved in the upper quartile thus exceeding their peers. 100% of LAC students (1) achieved in the middle quartile.

Areas for Development for 2016-17

- Improve attendance of students on FSM.
- Be the Best you can Be mentoring for all students.
- Early identification of students with mental health allowing early intervention using EHR.
- Support staff appointed on 37 hour contracts to allow further 1:1 intervention for students.
- Appoint staff to carry out 1:1 reading intervention.