



## PUPIL PREMIUM REPORT TO PARENTS 2013-14

### Introduction

Since April 2011, schools have received a sum of money to support students from low income families who are in receipt of free school meals (FSM) (£900). In 2012-13 eligibility was extended to students who had been receiving free school meals at any time during the previous six years (known as the Ever 6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously (LAC) for more than six months (£600) and a smaller amount for the children of service personnel (£300).

In 2013-14 Hednesford Valley High was in receipt of £61,250 of Pupil Premium (PP) for the 67 children eligible for Pupil Premium support. 4 children were added to our list because they became eligible for free school meals through the year.

This means that 51% of the school population are eligible for Pupil Premium support and the breakdown across year groups is as follows:

Year	Number in year	Amount spent
7	16	£26,860
8	8	£7,990
9	7	£11,800
10	13	£31,603
11	18	£41,720
12	2	£10,908
13	4	
14	2	
<b>Total</b>	<b>71</b>	<b>£130,881</b>

FSM	£88,561
LAC	£24,450
F	£2,580

Pupil Premium funding alongside delegated funding that the school receives to support provision for all students, has been used to support raising the attainment of these students and to close the gaps between the performance of these students and their peers.

### Provision

Analysis of the cohort of Pupil Premium students showed that they have wide ranging needs and thus funding was used to support and develop provision across a wide range of areas.

### Literacy and Numeracy

A large number of students have low levels of literacy, funding has been used to train 10 staff to carry out a SpEAC project to support the improvement of students speaking and listening skills. This was carried out in tutor time. Training on speaking partners was attended by 2 staff who then trialled this with 6 students. A new reading scheme called Dockside with age appropriate stories and multi-cultural images has been purchased and introduced to most students. Training has been carried out on numeracy skills needed for everyday life and this has been actioned in tutor time. All teaching assistants have been allocated students who require literacy and numeracy intervention and many have been involved in delivering packages of work. To further support a year 7 group with very low levels of literacy and numeracy a timetable change was made in January 2014 to give the group larger blocks of time and an additional teaching assistant to support their learning.

### Transition

Transition days for year 6 students after visits from transition staff to welcome to new setting. Individual personalised pathways for students who face significant barriers to their learning or for those who are more able than their peers.

Inclusion lunchtime clubs for students who need structure at social times.

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

Individual arrangements for those require a bespoke package.

## Interventions

Achievement for All is running in years 7, 9 and 11. Interventions in subject areas to ensure students complete their courses to achieve external accreditation.

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 students mobility and physical posture.

Nurture group to learn social skills and gain confidence and circle time to learn to listen to their peers and for debriefs after traumatic situations.

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

SpEAC/Talking partners to learn to listen and speak to others and build confidence to improve comprehension.

Occupational therapist to train staff and create sensory diets for individuals to enable them to access learning.

## Curriculum Provision KS4

Students have choices to ensure they can follow courses to study that they enjoy as well as the core subjects. Students are organised by ability to enable students to work on appropriate courses to make good progress. All MLD and SLD students attend college one day a week to start the early transition there. This involves being taught by college tutors, purchasing lunch and consuming it in the canteen as well as washing and drying the overalls used for activities back at school ready for use for the following week.

Students are taught basic cooking skills in year 7 and these are built on each year to gain the confidence to prepare meals from basic ingredients. Students have the opportunity to gain qualifications in Food Technology in KS4 and KS5.

### Extra Curricular Activities, Trips and Visits

Pupil Premium students have taken part in the following:

- \*sporting fixtures and competitions
- \*lunchtime and after school clubs
- \*reward trips
- \*enrichment days
- \*year 7 residential to Kingsmead for 3 days and 2 nights
- \*Moon song performance for PMLD students
- \*meals out or take aways in school
- \*forest school
- \*travel training
- \*family SEAL

Funding has been used as follows:

Activity	Funding
Enrichment days	£2370
Reward trips	£2370
College courses and equipment	£20,240 + £1050
Work experience	£1000
Travel training	£10850
Residential	£2200
Nurture group	£2400
Speech and language projects	£4000
Rebound	£1660
Horse riding	£1050
After school clubs	£7200
Small group interventions	£2700
Lunchtime clubs	£18000
1:1	£4473
Behaviour support	£2760
Sports competitions	£2400
Moon song performance	£1000

Family SEAL	£750
Occupational therapist	£800
Phyzzie group	£1120
Achievement for All	£6750
English	£3250
Maths	£1750
Food Technology	£420
Personalised timetables	£12000
Transition	£6000
Year 7 intervention	£6400
Forest school	£1500

### Impact

Increased confidence for learning which has not been measured but observed by staff working with the students.

### 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

The work carried out to improve attendance has decreased the gap from the whole school attendance by 0.5% from 2012/13 to 2013/14.

### Nurture

Boxill's assessments show the following improvements:-

#### FSM

1 student 13 out of 20 strands

1 student 18 out of 20 strands

1 student on all the strands

#### LAC

1 student 14 out of 20

1 student 8 out of 20

## SPEAC

SALT narrative test for students showed the following:

Year 7

FSM - students made progress by +7 and +8

LAC - 1 student made progress by +4

Year 8

FSM - 3 students made progress by +4, +5 and +6

F - 1 student made progress by +8

Year 9

FSM - 3 students made progress by +2, +5 and +5

Year 10

LAC - 1 student made progress by +4

F - 1 student made progress by +9

## Targets

All students are set annual targets of 2/3 level the following table shows the results for each strand in English and Maths

Year 7	FSM			LAC		
English	On	Under	Exceeded	On	Under	Exceeded
Reading	3	4	5		1	2
Writing	2	2	8	1	2	
Speaking & Listening	1	3	8	2		1
Maths						
Using & Applying	1	2	8			3
Number		2	10	1		2
Shape, Space & Measure	1	1	9		1	2
Data	2		9			3

Year 8	FSM			F		
English	On	Under	Exceeded	On	Under	Exceeded
Reading	3	2	2	1		
Writing	3	3	1		1	
Speaking & Listening	4	2	1			1
Maths						
Using & Applying	3		3			1
Number	1	4	2		1	
Shape, Space & Measure	3	2	2			1
Data	1		6			1

Year 9	FSM			LAC		
English	On	Under	Exceeded	On	Under	Exceeded
Reading	3		4	1		
Writing	3		4		1	
Speaking & Listening	2	1	4	1		
Maths						
Using & Applying		2	5		1	
Number	1	1	5		1	
Shape, Space & Measure	1		6		1	
Data		1	6		1	

Year 10	FSM			LAC			F		
English	On	Under	Exceeded	On	Under	Exceeded	On	Under	Exceeded
Reading	4	3	4		2		1		
Writing	6	3	2		2			1	
Speaking & Listening	7	2	2		2		1		
Maths									
	3		8	1		1			1

Targets were set for Year 11 in December 2012.

### **ENGLISH**

LAC - 2 students were not present when targets were set however achieved external qualifications

1 student exceeded the target

2 students did not meet their targets

FSM - 4 students met their targets

7 students did not meet their targets

### **MATHS**

LAC - 2 students were not present when targets were set however achieved external qualifications

1 student exceeded target

1 student met target

1 student did not meet target

FSM - 6 students achieved their targets

5 students did not meet their targets

### **Pupil Premium Evaluation**

The students on Pupil Premium have done as well as their peers in Key Stage 3. There is a gap between the students on Pupil Premium and their peers in Year 11. Through self-evaluation systems the school has identified what has worked well this year and where improvements need to be made for 2014/15.

#### **Areas for development include ensuring that:**

- 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 were moved into 3 groups into 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.