

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 2018-2019 financial year, Hednesford Valley High was in receipt of the following:

For 76 children on FSM	£ 71,060
Additional Pupil Premium money	£ 2,300
Pupil Premium per students adopted from care	£ 1,900
LAC	£ 13,375
Total	£ 88,635

This means 53% 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	27	37%
Year 8	17	25	68%
Year 9	15	28	54%
Year 10	17	29	59%
Year 11	14	30	47%
	73	139	53%

Pupil Premium Strategy 2018 - 19

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

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
- Behaviour during unstructured times.

Work carried out during 2018/19

Reading intervention project with targeted students due to low literacy levels.

A member of staff trained on reading intervention worked 1:1 with individual students during the Autumn and Summer terms. Additional books were purchased to further support students interests to motivate their reading. Parents/carers welcomed the additional support and could see the impact on their child.

To support MLD learners in the new linear GCSE courses.

Staff produced revision packs and taught students how to work through them before sending them home. Mock exams prepared students for external exams resulting in 100% attendance to all exams. Staff practiced exam questions regularly in revision lessons and the math's subject leader held an additional revision day in the half term holiday. All this work resulted in 76% students achieving or exceeding their targets.

Early intervention in English and Math's across the school to ensure students make good progress through the year.

Subject headers in English and Math's monitored all students across the school and discussed and implemented interventions when required with teaching staff and support staff.

Early identification of students with mental health using Early Help Referral forms to action early intervention, to support mental well-being.

3 students were referred for Early Intervention to support their 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.

The previous Every Child Matters Co-ordinator carried out safe and well checks and worked with parents/carers and agencies. This work was continued by the new Attendance Officer from January 2019, after training and induction into the role. A number of students on FSM had part-time timetables and a few became school refusers.

All students attendance at HVH	92%
Attendance of Looked After Children	99%
Attendance of children on Free School Meals	89%

To develop and implement new behaviour strategies for a growing SEMHS group.

The behaviour team had developed a number of behaviour strategies to support SEMHS students during the Autumn term, however they all gained new promoted positions, so the school was existing on reduced staffing, this meant that early intervention work was not actioned resulting in a higher number of students on part-time timetables. This also had an impact on behaviour. The behaviour team have been fully staffed since April 2019 onwards. The new team started reviewing behaviour strategies for SEMH students after an induction period. The transition teacher has trained year 7 to be Buddies. The behaviour team trained students to be Prefects and support students during social time.

2018-19 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 enabling them to gain experience and access to vocational qualifications.	Students gained additional vocational qualifications, social skills, work ethic and independence.
Equipment for WVTC	17	£374.00	To enable students to access all of the curriculum with correct PPE.	To support students to gain additional qualifications.
Work Experience	11	£20,939.10	Work experience enables students to gain new experiences, confidence and independence in a work place setting.	Students gained access to the work environment and developed their independence and social skills.
Travel Training	11	£5,500	Students learn the skills to travel independently, read bus/train timetables and be part of the local community.	Students travel independently to school.
Subsidised Residential for year 7 students	10	£2,600	For students to build relationships with peers and staff, to stay away from home and learn new skills, try new activities and develop their independence.	To learn to live with peers.

Residential to support transitions for year 11 students to 6 th Form	11	£1000	Students attended 2 residential experiences one for 4 nights and one for 3 nights. In their last week students took part in social action at a local youth club. A member of staff supported students both weeks.	Students were able to experience meeting and working with new peers in new environments.
Reading	14	£3,640	To support students to develop and improve their reading skills.	Students made progress in their reading.
S&L Project	14	£7,280	To Support students to develop and improve their communication skills.	Progression in students speaking and listening skills.
Nurture	3	£1,350	A number of year 7 students took part in a nurture group. The nurture group improved their confidence, social skills, turn taking, communication, listening and developing positive peer relationships.	All students made progress on Boxalls by at least 10% improvement.
Rebound	2	£1,900	Students had access to alternative therapies.	Sustaining exercise for longer periods of time.
After school clubs	17	£6,800	Students are given the opportunity to attend a variety of different clubs. After school clubs allow students to work with different staff members, socialise with different students throughout the school, gain new skills,	Working with external agencies to provide activities.

			improve their social skills and confidence.	
Lunchtime Clubs	30	£13,500	Lunchtime Clubs are put in place for students during unstructured time in school. Lunchtime clubs allow students to prepare for an afternoon of learning, work on something that is of interest to them, catch up on any homework and encourage positive relationships with their peers.	Lunchtime Clubs improve students behaviour and reduces the number of incidents at unstructured times.
Small group intervention	12	£10,800	Small group intervention allows students to develop their social skills, self-esteem, emotional well-being and confidence within a small group and relaxing environment. Topics are focused on which students find difficult such as relationships, body image and safety.	Working with external agencies to provide support for students with their emotional well-being.
ECM	18	£8,250	To support students and families with breaking down the barriers to learning. Building positive relationships with students, parents/carers and outside agencies.	Improved engagement with students, parents/carers and positive relationships build with outside agencies to ensure everyone works

				together to create the best outcomes.
Attendance Officer	4	£200.32	Working with families to improve attendance, safe and well checks and improving access to the curriculum.	Improved parents/carers engagement with their child's learning and attendance.
ESU support	23	£4990.00	The ESU offers a calm and relaxing environment for the students to attend throughout their school day. Students are able to have access to drinks and snacks when they require them. The ESU offers support and guidance to any students who may need it.	Students have found that they benefit from using the ESU. Students feel by having access to the ESU as a calming place or for support has helped them with their behaviour, self-esteem, confidence and emotions.
Behaviour support	24	£4,920	The behaviour team put in place interventions relevant to students to help support their behaviour. The behaviour team work with students to support them aiming for them to successfully access the curriculum and reduce the number of incidents.	Students have been able to successfully access the curriculum and remain in their lessons having the correct behaviour for learning.

Sports Competitions	21	£11,200	Students are given the opportunity to participate in sports competitions in new and different environments away from school. Students are able to interact with students from other schools, gain confidence and learn about winning, losing and sportsmanship's.	HVH sports teams have won a high number of trophies this year.
Family SEAL	3	£750	Family SEAL gives parents/carers the opportunity to socialise and interact with other parents/carers and build new relationships with one another and the school. Parents/carers also take part in learning activities with their child.	Improves relationships between home and school.
Forest Schools	11	£2,750	Forest Schools enables students to work independently and as part of a team in small groups. It gives students the opportunity to gain new experiences of making fires, den building and exploring the natural environment within the community.	Encourages independence, working together, learning new skills and being in the outdoor environment.
Food Technology	59	£2,360	Students learn about healthy balanced diets. Students have the opportunity to gain experience in how to cook different foods from raw ingredients and create a range of snacks or meals.	Providing a healthy lifestyle experience. Year 11 students gaining BTEC level 2 qualification.

Personalised Timetable	6	£13,164	HVH have worked with families and students to create a personalised timetable which benefited and supported the student effectively in order for the student to access the curriculum and support their attendance.	Keeping all students safe and supporting the emotional well-being of the individual student, with 3 students returning full time to school in September.
Duke of Edinburgh Award	3	£3000	Students completed expeditions, teamwork, volunteering, independence and physical skills with the support of staff and an external provider.	Silver qualification
Occupational Therapy	25	£12,500	Increases student's attention, learning in the classroom environment and independence within their basic needs. Students are given support using equipment and activities.	Students showed motivation to stay active and showed signs of improved concentration.
Out in the Community	86	£25,800	Students accessed the community, learning how to safely walk, cross roads and show respect towards others.	Students have become more independent and built up their understanding of how to access the community and travel safely.