

Hoe Valley School

Pupil Premium Statement 2018/19

Pupil Premium Funding: £92,000 Proportion of cohort: 21.7% Number of disadvantaged Students: 88

Overview

“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all of their resources (not just the Pupil Premium) on proven ways of improving teaching.”

Education Endowment Foundation 2017

Hoe Valley School places teaching and learning at the forefront of its efforts to close the attainment gap between disadvantaged and non-disadvantaged students. Research has shown that disadvantaged students are likely to be on average a grade lower than their peers by the end of secondary school (based on attainment 8). Hoe Valley School has used a variety of methods in order to try to close the attainment gap based on a wide range of research and best practice in other schools.

Hoe Valley School puts a strong emphasis on providing an equal playing field for all students by ensuring students complete homework in a quiet environment during prep sessions that have been timetabled during the school day. We provide students with an extended day to ensure that they can have 5 hours a week of both Maths and English. Staff receive bespoke training programmes, targeted professional development and regular feedback through the CPD programme to ensure students receive the highest possible levels of teaching and learning. We use our “ten barriers” to identify individual student needs and target them through tailored interventions such as literacy and numeracy programmes, Yes Futures, small group teaching and use of a Home School Link Worker (HSLW). In addition, our ACCESS programme is used to raise aspiration and prepare students for the world of work.

High Aspiration

Central to Hoe Valley School’s approach is the setting of aspirational targets for disadvantaged students. All subjects set challenging targets for students based on Fisher Family Trust 5, CAT4 tests and Key Stage 2 data. This means that our students are set targets that aim to reduce the attainment gap in all subjects. Indeed, most of our disadvantaged students are set targets that would place them in the top 5% of student progress nationally and no student is set a target of less than a grade 4. Hoe Valley School adopts a “no excuses” approach and will not change targets based on factors such as

Trips and clubs including:	£5,000
<ul style="list-style-type: none"> International trips e.g. France 1:1 Music Tuition ACCESS Day trips including careers days, trips to universities and curriculum based trips e.g. the Globe theatre Curriculum resources, books, reader pens Catering support 	£5,000 £2,000

Proportion of Disadvantaged Students Achieving Targets

A key measure of success for disadvantaged students is their outcomes. Targets for disadvantaged pupils would put students in, at least, the top 20% in terms of similar students' progress nationally. All targets would place them in the top 5%. This table shows the number of pupil premium students on or above their HVS target grades. HVS Target grades are harder than FFT5 as we have nothing below a 4.

	Year 7 TG	Year 7 FFT5	Year 7 FFT 20	Year 8 TG	Year 8 FFT5	Year 8 FFT 20	Year 9 TG	Year 9 FFT 5	Year 9 FFT 20	Year 10 TG	Year 10 FFT 5	Year 10 FFT 20
English	45.5%	54.5%	68.2%	44.8%	55.2%	65.5%	38.1%	38.1%	52.4%	4.0%	8.0%	32.0%
Maths	54.5%	72.7%	90.9%	44.8%	51.7%	55.2%	38.1%	38.1%	47.6%	8.0%	8.0%	24.0%

This table shows the comparison between the outcomes of disadvantaged students against non-disadvantaged students as a whole school per ebacc subject. The outcomes are based on the percentage of students who are on / above HVS targets. All subject targets are 85% apart from Y10 which is 65% as exams are marked against the GCSE mark schemes. Out of the 508 students on roll, 110 are disadvantaged students. (21.7%)

Subject	% of all students on /above HVS target	% of all students on /above FFT5	% of all students on /above FFT20	% DAS students on /above HVS target	% of DAS students on /above FFT5	% of DAS students on /above FFT20	% non- DAS students on /above HVS target	% of non- DAS students on /above FFT5	% of non- DAS students on /above FFT20
English	39.8%	43.5%	57.6%	31.7%	37.6%	52.5%	42.1%	45.1%	59.1%
Maths	46.1%	48.7%	55.7%	34.7%	40.6%	51.5%	49.3%	51.0%	56.8%
Science	60.0%	63.5%	69.3%	45.5%	49.5%	58.4%	64.1%	67.4%	72.4%
History	36.4%	37.9%	51.7%	29.2%	33.8%	52.3%	38.2%	38.9%	51.5%
Geography	36.8%	45.5%	62.4%	28.6%	36.5%	58.7%	39.7%	48.6%	63.7%
French	55.9%	56.6%	69.2%	47.6%	47.6%	76.2%	57.4%	58.2%	68.0%

German	58.1%	60.7%	73.5%	50.0%	54.5%	68.2%	60.0%	62.1%	74.7%
Spanish	47.7%	52.3%	71.2%	40.9%	40.9%	59.1%	49.4%	55.1%	74.2%