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## HOE VALLEY SCHOOL PUPIL PREMIUM STATEMENT 2016-2017

### 1. WHAT IS PUPIL PREMIUM?

*“Our vision is for a highly-educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances.”*

Department for Education, vision statement, 2017

The Pupil Premium was introduced by the Government in April 2011. From September 2012, schools now receive specific funds to support students from low-income families who are eligible for free school meals (FSM) or have been at any point in the last six years (Ever 6), looked after children (CLA) and those from families with parents in the Armed Forces (SC), under the umbrella, Pupil Premium (PP).

Schools have the autonomy to spend the funds as they wish, with the aim of reducing the attainment gap between Pupil Premium and non-Pupil Premium students. The Government and governors hold schools to account with regards to the impact of this spending and all schools are required to publish this information on their website.

HVS is committed to the vision outlined in the Department for Education statement at the beginning of this document. Our aim is to ensure a level playing field in everything we do at the School.

### 2. WHAT FUNDING DO WE RECEIVE?

*Pupil Premium Funding: £62 000*

*Proportion of cohort: 25%*

*Number of disadvantaged Students: 57*

The funding is spent in the following ways:

£30 000	Additional teacher to increase amount of teacher time for interventions, planning and assessment
£20 000	Additional Teaching Assistants (ELSA / literacy / numeracy / mentoring)
£5 000	Trips and enrichment opportunities
£5 000	Home School Link Worker

### **3. WHAT WORKS?**

The support that Pupil Premium students at HVS receive is informed by the latest documentation and research from: the Department for Education, Ofsted, the Education Endowment Foundation, the Westminster Briefing and the Sutton Trust. In unison, they advocate that the most effective ways for reducing the attainment gap in student performance is quality first teaching. Furthermore, the Pupil Premium Next Steps Report by the Sutton Trust and Education Endowment Foundation (July 2015) strongly suggests that the most effective way to improve outcomes for disadvantaged students is through high quality teaching in the classroom.

Provided the right professional development is in place for all teachers and they are sharing outstanding practice through peer observations, research tells us that all students can experience excellent teaching allowing them to reach their full learning potential. In this way all vulnerable students will achieve the best possible outcomes according to their starting points.

### **4. WHAT BARRIERS DO OUR STUDENTS FACE?**

Research and evidence about tackling educational disadvantage means that we must first identify the barriers to learning. Hoe Valley School has analysed the barriers to learning for its disadvantaged students and put appropriate strategies and interventions in place to ensure that they are overcome. The barriers identified for our cohort are:

- Weak literacy
- Weak numeracy
- Difficulty building and sustaining relationships
- Attendance
- Low confidence
- Low aspirations
- Parenting / absence of role models
- Young carers
- Looked after children
- Poor behaviour / low levels of focus

Many of our disadvantaged students will be experiencing more than one of these barriers to learning and strategies are in place to address them.

### **5. HOW DO WE REMOVE THESE BARRIERS?**

HVS provide the following strategies and interventions in order to best support all Pupil Premium students which include the following:

- Increasing the time teachers have to prepare for lessons, feedback to students and ensure quality first teaching
- Delivering targeted small group and / or one to one academic tuition including Lexia and Success Maker Programmes

- Insisting students complete all homework at School in a supervised, well resourced, calm environment
- Offering 1:1 academic and pastoral mentoring
- Delivering Emotional Literacy Support Programme (ELSA)
- Ensuring high exposure to trips, after school enrichment classes and musical instrument lessons
- Employing a Home School Link Worker for students who may be young carers or whose parents struggle to engage with the School
- Ensuring a member of the Senior Leadership Team has the responsibility for leading the strategies and managing the provision for this group of students.
- Operating rigorous teacher recruitment and retention processes to ensure that high quality, well-educated staff join and stay with the School
- Frequent evidence based professional development for staff focussed on the needs of these students
- Meaningful student voice: Pupil Premium students are targeted for focus groups and represented in the Student Council, as House Captains, Project Managers or Google Ambassadors
- The School actively engages with parents through Fast Forward evenings, parents' evenings and offering flexible follow-up appointments for non-attenders

## 6. HOW DO WE KNOW IF IT'S WORKING?

Regular monitoring and evaluation of pupil premium students takes place as follows:

- Data analysis every half term specifically focussing on disadvantaged students
- Intervention / impact reports from every class teacher each half term
- Lesson observations and learning walks where observers look at the diet received by disadvantaged students
- Student progress meetings through mentoring one to one Focus group breakfast meetings with the Head of English, Maths and Personalisation Team to monitor the progress of Pupil Premium students and impact of interventions
- Regular meetings with parents / carers to discuss progress and the impact of interventions

### Impact Report

Intervention	No. of students	Commentary and Impact	Cost
Additional teacher to build capacity in providing coaching to students and teachers	57 (25 Y7) (32 Y8)	<p><b>Y8 English:</b> 54% on/above HVS target, 100% on / above FFT20.</p> <p><b>Y8 Maths:</b> 34% on/above HVS target, 84% on/above FFT20.</p> <p><b>Y7 English:</b> 52% on/above HVS target, 81% on/above FFT20.</p> <p><b>Y7 Maths:</b> 56% on/above HVS target, 100% on/above FFT20.</p>	£30 000

		87% of lessons graded good or outstanding across the school with 2 teachers receiving coaching as they required improvement	
Senior TA (Lexia, ELSA, small group work)	13	All students have made at least one level of progress in Lexia and eight students have made two or more levels of progress. This has meant they met their targets in English	£20 000
Home School Link Worker	5	All students' attendance improved. They achieved their targets in English and Maths and are on challenging GCSE pathways through careful mentoring.	£5000
Trips & Clubs	12	Twelve students received financial support to attend enrichment clubs and one to one musical lessons. Two students also attended the French residential trip.	£5000