

Hoe Valley School: Pupil Premium Statement 2017/18

Pupil Premium Funding: £78,000 Proportion of cohort: 25% 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 have set challenging targets for students based on Fisher Family Trust, 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. Hoe Valley School adopts a “no excuses” approach and will not change targets based on factors such as behaviour. The culture of high aspiration is also reflected in our 95% target for attendance for all students regardless of socio-economic background.

Key Focus Group

Within Hoe Valley School's work with disadvantaged students, we have identified a further group of students who are particularly susceptible to relative underachievement. This group of white British, male students who are eligible for pupil funding have a high status in the school. They are reported on separately internally, are discussed at the school's leadership forum, with the governing body and are a key element of faculty discussions. They are also supported by "nudgers"; staff who take a particular interest in the students and encourage them to participate in wider school life and to develop stronger study skills habits.

Measuring Impact

Hoe Valley School recognises the difficulty of measuring the impact of individual programmes and interventions and takes a holistic approach to assessing the success of its programmes. Determining whether student success can be attributed to high quality teaching or mentoring or small group interventions is extremely difficult given the complexity of the overlapping nature of any individual's provision.

Hoe Valley School actively monitors the progress of disadvantaged students academically by reporting separately on the group after data capture points, discussing their progress with Heads of Faculty and within faculty meetings. Furthermore, targeted students are discussed individually at students' surgery where the pastoral lead, academic lead, Head of Personalisation and Heads of Year discuss their progress academically and more widely. Hoe Valley School has also invested in a School Improvement Partner who is well respected in this field to assess the quality of our provision for disadvantaged students.

Disadvantaged students also provide feedback on their experiences through focus groups, presence on the school council and surveys. A named Governor has the remit of disadvantaged students and has undertaken training in the area.

Impact

Pupil Premium Spending Allocation

Intervention	Cost
Additional teacher to build capacity in providing coaching to staff and allow increased planning time	£30,000
Professional development of staff	£5,000

TA for delivery of programmes including: <ul style="list-style-type: none"> • Lexia (literacy support programme) for 11 Year 7 students • Pre-teaching vocabulary for 11 students • ELSA for 9 students • Dynamo Maths (numeracy support programme) for 6 students • Aspirations Group (to raise aspirations) for 3 students 	£10,000
Home School Link Worker	£10,000
Yes Futures	£18,000
Trips and clubs including: <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 	£5,000

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. Most targets would place them in the top 5%. This table shows the number of pupil premium students on or above their HVS target grades.

	Year 7	Year 8	Year 9
English	82%	85%	64%
Maths	74%	66%	53%

This tables 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%. Out of the 352 students on roll, 92 are disadvantaged students. (26.1%)

Subject	% of all students on /above HVS target	% DAS students on /above HVS target	% non- DAS students on /above HVS target
English	79%	74%	80.77%

Maths	73%	63%	76.54%
Science	76%	67%	79.18%
History	42%	30%	46.25%
Geography	56%	24%	67.32%
Languages	74%	70%	75.42%

Quality of Teaching and Learning

95% of lessons are delivered by good or outstanding teachers - the 5% which is not of this standard is 1 teacher who is leaving the School at the end of the academic year. Lesson observations, learning walks and external partners identify differentiation as a strength which has a real impact on our pupil premium learners.

CPD, including PIXL, exam board training, leadership programmes and participation in the local Maths Hub has contributed to the high quality lessons delivered. This has also resulted in high levels of retention in terms of our staff.

“Teachers had a clear and consistent understanding of the characteristics of more successful learners” SIP Pupil Premium Visit, 2018

“The vast majority of lessons demonstrated very high expectations of pupils” SIP Pupil Premium Visit, 2018

Yes Futures

15 students in Year 8 and 15 students in year 9 participated in the programme which involves external trained mentors working with students on a 1:1 level over six months. Students also visit a workplace, participate in a community project and attend a PGL residential.

The impact report shows that:

- 93% of students increased confidence
- 93% of students increased resilience
- 86% of students felt more motivated at school
- 86% of students felt more prepared for the future

The Year 8 impact report is due in September 2018.

Home School Link Worker

The HSLW has helped to ensure that the attendance of disadvantaged students is 93% at Hoe Valley School against a national average of 91%. The HSLW ensured all Pupil Premium students' parents were contacted before the last parents' evening which meant parental attendance of this group increased. She is also in regular contact with parents by phone and in person. She works with students on an individual basis and will tailor her approach to the needs of the individual.

Case Study 1:

X started to see the HSLW on 4th January 2018 when she was in inclusion. The HSLW worked with her throughout the day and discussed her strengths, weaknesses, support network, friendship group, hobbies, behaviour and attendance.

X's attendance was low - 61.3%. After some consultation with X's mother, the HSLW began working with X weekly and monitoring attendance. A routine chart was constructed together which X took home. They talked about priorities in the morning and friends she could walk with. The HSLW also looked into future careers working with animals and college courses at Merrist Wood to give her some focus on learning. Over a period of 5 months, her attendance increased to 76.6%. She won an attendance award at the Awards Evening for her improved attendance and had the confidence to attend with her Mother and go onto the stage to receive her award.

Case Study 2:

Y was referred to HSLW by HOY7 as her attendance was too low and she was not motivated to come to school. The HSLW initially met with Y to look at her academic strengths and weaknesses and assessed why she may be struggling to feel motivated. Y's mother was called to discuss the issues and she was also worried about her daughter. The HSLW then did a home visit to discuss this with her Mum further. Mum was concerned around her daughter's friendship groups and her excuses for not wanting to go to school.

The HSLW and Y did some work together around definitions of bullying and how her voice could be heard. She then started to go to the HSLW whenever she was struggling and they worked together to help her feel supported, having someone safe to go to when needed. Her attendance has increased significantly over the last 3 months; from 81.8% to 87.1%.

Case Study 3:

Z had low attendance and her mother was concerned as she was not eating her lunch and had anxiety. There was real concern she may develop an eating disorder. The HSLW met her for a 1:1 session in January 2018 and she spoke about her emotional and physical health. Her attendance at the time was in the high 80% and this then rose to 89.1% over a period of a few weeks.

The HSLW worked with her for half a term and then agreed for Z to sit with her every lunchtime to eat in a safe environment and to monitor her anxiety. Her attendance has now risen to 92.1% and she has grown in confidence and self esteem, her friendship group has grown and she seems more confident - feedback from her teachers is that she is much happier. She successfully completed the Yes Futures programme. The HSLW continues to liaise with mum when there are any issues arising. She has visited Mum at home and built a good relationship with the family.

TA Led Interventions

Lexia impact will be reviewed further in September when NGRT tests are administered. However, performance in Year 7 among Lexia students shows 100% of the 11 students met their English targets. All Year 7 students participating in Dynamo Maths have met their Maths target (7 students). Results from the pre-teaching for English are evident in the outcomes listed above. All 3 students had reduced their numbers negative incidents (behaviour issues) who attended the aspirations group and were more positive about their perceptions of school life by the end of the programme.

Trips, Clubs and Visits

Whilst it is not possible to directly link the impact of these activities on student outcomes, behaviour or attendance, it is part of the School's belief in 'levelling the playing field' to ensure participation levels are equal across pupil premium students and their peers. The School always supports requests from pupil premium students to attend enrichment clubs, international trips and visits. All trip requests are reviewed by SLT to ensure the students attending reflect the pupil premium ratio at the school.

Recommendations for Pupil Premium Spend - 2018-19

- Continue with the majority of provision from this year's action plan as the impact is encouraging
- Ensure teaching and learning remains good or outstanding and that staff have the time to plan and feedback to students effectively - employ cover supervisors to ensure teachers have the time to do this
- Ring fence a percentage of faculty budgets to spend on pupil premium students and give Heads of Faculty the responsibility to direct this effectively