

Hoe Valley School

Pupil Premium Statement 2019/20



Pupil Premium Funding: £143,080 Proportion of cohort: 18.2% Number of disadvantaged Students: 120

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 2019

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 one 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 English, Maths and Science. 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, speech and language therapy, 121 support, Nurture groups, break and lunchtime support, financial support ELSA support, Counsellor, Parent course for social, emotional and mental health support, Yes Futures, Growing Aspirations, small group teaching and use of an Educational Welfare officer to support students attending school. In addition, our work ready 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 behaviour. The culture of high aspiration is also reflected in our 96% target for attendance for all students regardless of socio-economic background.

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.

Pupil Premium Spending Allocation

Intervention	Cost
Additional teacher to bridge the KS2 to KS3 gap with our literacy and numeracy support.	£30,000
Additional teacher to build capacity in providing coaching to staff and allow increased planning time	£30,000
Dynamo Maths (numeracy support programme) for students	£3,000
Professional development of staff	£5,000
TA for delivery of programmes including: <ul style="list-style-type: none"> ● Lexia (literacy support programme) for 24 Year 7 students ● Pre-teaching vocabulary for students ● ELSA work with students ● Aspirations Group (to raise aspirations) for ? students 	£10,000
Educational Welfare Support (WPA)	£2,000
Yes Futures	£18,000
Growing Aspirations	£4,000

Trips and clubs including: <ul style="list-style-type: none"> ● School trips e.g.DofE, London trips ● 1:1 Music Tuition ● ACCESS Day trips including careers days, trips to universities and curriculum based trips e.g. the Globe theatre 	£4,000
Curriculum Support <ul style="list-style-type: none"> ● resources, books, reader pens, laptops, alternative learning 	£7,566
Catering support, Breakfast club, lunch and after school	£3,500
Speech and language therapist	£2,000
Counsellor - Students with emotional/ relational concerns	£18,000
REMA Sessions	£1,000
Break and lunchtime support	£2,000
Behaviour coach/support	£1,764
Revision workshops	£1,250
Total	£143,080

Impact Report

<u>Aim</u>	<u>Outcome</u>
Progress 8 Score	This figure is not being recorded this year
To ensure Quality First Teaching meets the needs of disadvantaged students in the classroom.	<p>The gap between disadvantaged and other students narrowed.</p> <p>Chromebooks promoted effective teaching and learning and this continued to support staff and strengthen remote learning.</p> <p>Tutors delivered 1:1 and small group tuition in English and Maths online to further support identified students (Lexia and Dynamo).</p>
To ensure that disadvantaged students receive outstanding pastoral support.	<p>As a school we made check in calls every couple of days to check in on these students if they were not actually in school throughout the lockdown.</p> <p>School counsellor, ELSA, school nurse and support via the student support and engagement team happened throughout lockdown.</p> <p>This was highly valued by those who received it. The pastoral team prioritised students for ongoing contact throughout school closure, providing additional support as necessary.</p>
To raise aspirations for all disadvantaged students to ensure that more able disadvantaged students meet their potential.	<p>All students are set aspirational targets and we track all students the same.</p> <p>Our disadvantaged students engaged in a Growing Aspirations project which focused on career aspirations and further education or employment.</p> <p>Students were also actively engaged in the YES futures programme and both schemes received positive student feedback. COVID-19 restrictions prevented some of this happening later in the year and some of the extra careers events had to be stopped. A remotely delivered, dedicated career session was developed and provided as an alternative with our school careers suppliers with 1:1 support as normal</p>

<p>To provide a range of resources to support learning at school and at home.</p>	<p>Resources were purchased to support students' learning and revision. GCSE results via centre assessed grades show positive impact and the gap narrowing.</p>
<p>To enable disadvantaged students with Special Educational Needs to make good progress in literacy.</p>	<p>All Year 7 and 8 students follow a lexia programme where students in receipt of funding are closely tracked and data shows a positive impact on reading ages.</p>
<p>To increase parental engagement and involvement.</p>	<p>Attendance at parent events improved following targeted and personalised invites but we had to stop this with the COVID-19 restrictions. We have moved to a phone call conversation and we are looking at other IT based solutions moving forward.</p>