

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Hope Valley College				
Academic Year	18/19	Total PP budget	£92,365	Date of most recent PP Review	June 2018
Total number of pupils		Number of pupils eligible for PP	82	Date for next internal review of this strategy	January 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
KS2 English and maths fine score average (17/18)	4.04	
Progress 8 Score English	-0.634	
Progress 8 score maths	-0.864	
Attainment 8 score average	30.66	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Low literacy skills, which is affecting performance, especially boys
B.	Low maths skills, which is affecting performance, especially boys
C.	Engagement with curricular activities which is having an impact on aspiration
D.	Diminishing levels of social and emotional health and resilience – which is affecting aspiration
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
A.	Rates of attendance or persistent absence
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )	
A.	Improved performance in English
	Success criteria Support of lowest PP attainers on entry. Pupils eligible for PP make progress to or improving towards that made

		by non-PP pupils with the same starting point. Evidenced using teacher assessment and written tests throughout the year
<b>B.</b>	Improved performance in Maths	Support of lowest PP attainers on entry. Pupils eligible for PP make progress to or improving towards that made by non-PP pupils with the same starting point. Evidenced using teacher assessment and written tests throughout the year
<b>C.</b>	Improved overall P8 performance	The P8 score of pupil premium is not less than 0.2 of a grade of non-pupil premium
<b>D.</b>	Students with social, emotional, mental health (SEMH) issues receive appropriate support and advice	Students engage with support and work on activities that look to raise aspiration and engagement and attainment within the classroom.
<b>E.</b>	Improved attendance of PP students	Attendance rates move in line with national average and persistent absentee rates reduce
<b>F.</b>	Higher engagement of PP students with curricular activities	PP students engage with a wider range of activities
<b>G.</b>	100% of PP students in Year 11 to have secured a post 16 destination	All students to have a confirmation of a Post 16 destination.

## 5. Planned expenditure

Academic year

18/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff are fully informed and supportive of PP strategies and funding priorities	Staff are provided with information through regular briefings and also through line management agendas	OFSTED highlighted that not all staff were aware of who PP students were and how that money was being spent in College.	Line management minutes and details of briefings will be kept. During QA week HOFs will be asked to specifically look at the progress of PP students, along with the learning walks and work scrutiny.	DPE/HOFs	January 2019

PP students receive high quality curriculum advice from subject leaders	During the options process staff will need to speak to students regarding the choices they make	Our own internal data tell us that PP students traditionally chose fewer EBACC subjects than non-PP students. In previous years we have had no PP students chose History as a GCSE option, and few have chosen languages as an option choice. The cohort within Year 9 is 26 students and we want to ensure that they are given the right information regarding choices.	Monitoring of choices during the options process along with the students who see the CAEIG advisor during the process.	DPE	Feb 19
Research-backed evidence is used increasingly to inform PP practice at HVC	<i>Research is regularly shared with staff at all levels to improve the day-to-day teaching of PP students</i>	Staff respond positively to being shown research about teaching and learning and are able to feed this into their own action research, along with implementation in the classroom.	Through faculty briefings and line management meetings – minutes on discussions about teaching strategies passed on through the sharing of research.	DPE	Jan 19
<b>Total budgeted cost</b>					£2000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>For PP students within English to close the gap on P8 to 0.2</p>	<p>HTLAs appointed to support the development of resources and the teaching of pupil premium students. Students will be targeted through identification from data points across Years 7- 11 to work in small group sessions. Activities in Year 7/8 will focus on reading skills. Other support will be directed within lessons to support student in their learning directly.</p> <p>HTLA to deliver specified vocabulary training to Years 7 and 8 to develop a wider breadth of vocabulary, including the development of academic vocabulary</p>	<p>EEF evidence states that Small group has the highest impact for a moderate cost. This will allow for student to receive more bespoke learning and focus on key areas where performance is below what is expected. The HTLA can create bespoke resources for different groups of students and can adapt as students roll off/onto the programme.</p> <p>The evidence from the EEF states that students who are explicitly taught language and are involved in conversations about language make about 5 months progress additional to the progress they make. This is particularly effective if it is linked to text comprehension.</p>	<p>HOF will meet with line manage to review data and identify students who have been targeted and who are working below expected outcomes. Performance data will be tracked and students will have their work closely monitored.</p>	<p>DPE/MHA</p>	<p>Monthly</p>
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For PP students within Maths to close the gap on P8 to	HTLA targeted support in lessons to help accelerate progress through teaching and resources.  Direct 1-2-1 support with maths specialist to identify gaps in performance	EEF evidence states that Small group has the highest impact for a moderate cost. This will allow for student to receive more bespoke learning and focus on key areas where performance is below what is expected. The more targeted1-2-1session will allow students to focus on particular skills and topics within maths that need further input.	HOF will meet with line manage to review data and identify students who have been targeted and who are working below expected outcomes. Performance data will be tracked and students will have their work closely monitored.	DPE/KRU	Monthly
For PP students within science to close the gap	HTLA targeted support in lessons to help accelerate progress through teaching and resources.  Direct 1-2-1 support with maths specialist to identify gaps in performance	EEF evidence states that Small group has the highest impact for a moderate cost. This will allow for student to receive more bespoke learning and focus on key areas where performance is below what is expected. The more targeted1-2-1session will allow students to focus on particular skills and topics within maths that need further input.	HOF will meet with line manage to review data and identify students who have been targeted and who are working below expected outcomes. Performance data will be tracked and students will have their work closely monitored.	DPE/STA	Monthly
<b>Total budgeted cost</b>					£70,000 approx
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All PP students to have identified Post 16 opportunities	For CEIAG work to be directed to PP students who will engage with advisor	The College traditionally has a very low percentage of NEETS. This work is to ensure that PP students are supported through	Frequent meetings with advisor to identify students and track what work is being done. Applications will be	DPE	Termly

	and specific activities to help improve engagement with the process.	the process so that they make informed choices about what further study might look like, including looking at more vocational-based study programmes.	monitored		
For PP students to have equal access to additional learning resources	PP student will be automatically funded for all revisions guides necessary for core subjects For PP students to have access to funding for peripatetic music lessons	This ensures equality of provision for all PP students.	Take up of music lessons List of revision guides distributed Student voice on revision and preparation for exams	DPE	Monthly
For attendance rates of PP students to improve towards national data	<p>Closer monitoring to PP students attendance, using the most accurate and up to date information.</p> <p>Regular contact with parents regarding attendance and interventions when patterns of absence are identified earlier due to closer analysis of absence rates.</p>	Evidence from the OFSTED inspection found that attendance figures for PP students were below those of non-PP students.	Weekly monitoring of attendance data, along with the interventions of attendance panels for students.	DPE/pastoral staff	Weekly
<b>Total budgeted cost</b>					<b>£15,100</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved response from students to feedback	Staff CPD on feedback and marking to support accelerated progression	Feedback from work scrutiny and QA is that while progress continues to be made it is not consistently applied across the whole school with pockets of very high quality feedback and responses and others where little feedback from students is evident.	Data from QA feedback and work samples suggests that staff are improving their ability to encourage students to respond to feedback but it is clear that staff need to teach how to respond to feedback and build in time to lessons to allow students to do this. This needs to be further embedded through quality first teaching	No cost
Gap closed for PP students on P8 measures to 0.2	TLR awarded for a staff member to lead on challenge and differentiation within all lessons	There is limited evidence that this appointment made an impact due to a range of factors. The OFSTED report highlighted that senior managers did not have a firm enough grip on the spending and interventions for PP. The line manager of PP set the TLR up but did not adequately set out the parameters of this post for the post holder. Thus the post did not have the impact it was intended to.	Clearly a key lesson is the strategies oversight of any TLR that is linked to PP. While the post holder was able to deliver Teaching and learning training around differentiation, this was on a general level and was not necessarily targeted at PP improvements. While this will have helped to improve overall quality first teaching it cannot be said that this post had an impact on the overall improvement of PP students, especially where the P8 gap is involved. The official figures for P8 suggest that the gap widen for the 17/18 cohort, even though PP P8 measures kept pace with last year's result. Throughout the year groups below the gap is widest at 0.285 and is at its narrowest at 0.04.	2,857
ii. Targeted support				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>For PP students within English to close the gap on P8 to 0.2</p>	<p>HTLAs appointed to support the development of resources and the teaching of pupil premium students. Students will be targeted through identification from data points across Years 7- 11 to work in small group sessions. Activities in Year 7/8 will focus on reading skills. Other support will be directed within lessons to support student in their learning directly.</p>	<p>Significant students were supported in a wide range of strategies across year groups. The HTLA worked effectively in class, supporting identified PP students as well as leading individual interventions outside of the classroom. The external review of PP identified that this was a strategy that was proving to be effective and that it should be disseminated further throughout the school.</p>	<p>It is the intention to continue on with this strategy as it is still in the earliest stages of having its impact. The HTLA has worked with targeted groups of students with a significant focus on Year 7/8 where the PP gap is at its smallest currently on the last data point for the academic year 17/18. This would suggest that working on the gap at the entry point to school will help to ensure that students keep pace with their peers. The TA has embarked on HTLA training and also precision training to help develop a wider range of strategies to support PP students.</p>	<p>See figure below</p>

For PP students within Maths to close the gap on P8 to 0.2	HTLA targeted support in lessons to help accelerate progress through teaching and resources.  Direct 1-2-1 support with maths specialist to identify gaps in performance	The strategies within maths have very much focused on support within the classroom and have looked to help improve attainment within the classroom. The external PP review identified that it now needed to implement some of the strategies that English had implemented throughout the year.	It is the intention to continue this strategy to further developed the interventions that are used within the maths department. The TA has also begun to work in tandem with the English TA and there is a greater sharing of strategy for students within the maths faculty.	53,360
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased engagement with sport and extra-curricular sports activities	2 strands have been identified. The first strand is to look at increasing the participation of PP student within inter-school competitions, with a view to increasing participation. The second strand provides more targeted support to individual for an MMA session to help develop greater levels of control and self-esteem.	The initial strand identified that PP students generally tend not to engage with sports activities outside of the main school day. A series of inter-house competitions was developed to provide additional opportunities for PP students to engage with sports. The MMA sessions worked with only a small number of PP students and, while for them it was a valuable part of the week, it is difficult to say that had a significant impact.	The findings from the first strand will feed into a strategy to develop the engagement of PP students in a wider range of curriculum activities.	Included above

All PP students to have identified Post 16 opportunities	For CEAIG work to be directed to PP students who will engage with advisor and specific activities to help improve engagement with the process.	All PP students at August 2018 had a placement that they were taking up. They had had input from the careers advisor to look at a range of destinations.	This continues to be a valuable use of funding as PP students receives a higher level of input into their career destinations. Choosing the right placement is crucial and this will continue to be the case.	1188
For PP students to have equal access to additional learning resources	PP student will be automatically funded for all revisions guides necessary for core subjects For PP students to have access to funding for peripatetic music lessons	This continues to provide a valuable outlet for students who would normally not be able to access music lessons along with music qualifications.	This continues to be a valuable resource for young people and it is something that we will continue to fund.	586
For PP students to develop strategies that help with their emotional resilience	Identified PP students to be given access, as determined, to the counsellor or the art therapist on a regular basis	Identified students engaged with the art therapist on a 6-week cycle and information was fed back to the head of inclusion. The former principal made the decision to suspend the therapy in January due to issues with the budget.	It is difficult to say whether this strand had the intended outcome, as it was discontinued art way through the year. It is clear moving forward that a tighter rein has to be kept on the PP budget so that this issue does not arise again.	10300

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- Accompanying this statement is the paperwork pertaining to an external PP review, which took place in June 2018, which provides additional information about strategies that will be implemented as a result of recommendations.

