

## Pewsey Vale School 2014-2015 Pupil Premium Spending and Impact

Our aim in deploying the Pupil Premium funding identified in the table above is to narrow the gap between outcomes for Pupil Premium eligible students and other students. Pewsey Vale is a small school with an average year-group size of around 65 students. The small year group sizes mean that it is sometimes difficult to identify patterns in outcomes between successive groups of students because their individual needs are very different and the impact of each student on % figures is very significant. The Department of Education classifies students as 'disadvantaged' when they are in receipt of Free School Meals (either now or within the last 6 years) and when they are in local authority care.

<b>Pewsey Vale School – Pupil Premium funding 2014-2015</b>			
Total number of eligible AFC (Adopted From Care)	0	Funding per pupil is £1900 in the academic year.	£0
FSM and FSM 6	25+38	Funding per pupil is £935 in the academic year.	£58,905
Service Children	36	Funding per pupil is £300 per academic year.	£10,800
Total number of eligible LAC (Looked After Children)	3	Funding per pupil is £1900 in the academic year. This funding is not directly controlled by the school so is not included within our overall budget.	£5700
Total Pupil Premium grant available 2014-2015			£69,705

### Key Targets

- Narrow the attainment gap between disadvantaged and other pupils.
- Narrow the progress gap between disadvantaged students and other students in English and Maths to less than the national gap.
- Intervene to narrow gaps in outcomes between disadvantaged and other pupils in all year groups.
- Ensure that attendance for disadvantaged students is in line with attendance for other students in all year groups.

### Outcomes: English and Maths Progress

	2012 Actual	2013 Actual	2014 Actual	2015 Actual
English – Pupil Premium % making at least min progress	43	50	40 (42)*	22 (55)*
English – other students % making at least min progress	62	68	64 (70)*	58 (67)*
<b>ENGLISH GAP (national)</b>	<b>-19 (-29)</b>	<b>-18 (-25)</b>	<b>-24 (-28)* (-35)</b>	<b>-32 (-12)*</b>
Maths – Pupil Premium % making at least min progress	64	75	27 (37)*	22 (33)*
Maths – other students % making at least min progress	67	66	61 (64)*	58 (60)*

	<b>MATHS GAP (national)</b>	<b>-3 (-9)</b>	<b>+9 (-1)</b>	<b>-34 (-27)* (-44)</b>	<b>-32 (-27)*</b>
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\* brackets show 'best' exam results rather than first entry

The table above shows that there was a gap between the progress of disadvantaged and other students in English and Maths in 2014 and 2015.

### Outcomes: Attainment Gap

	2014	2015
5A*-C inc E/M – Disadvantaged Students	25% (25%)*	11% (23%)*
5A*-C inc E/M – Other Students	42% (47%)*	44% (56%)*
PVS Attainment Gap	-17% (-22%)*	-33% (-33%)*
National gap	-28%	28%

\* brackets show 'best' exam results rather than first entry

The information above shows that the attainment gap for disadvantaged students at PVS was similar to the national gap in 2015 but smaller than the national gap the year before.

### Outcomes: Value Added Gap

	2014	2015
Value Added – Disadvantaged Students	974.4	950.5
Value Added – Other Students	988.1	983.7
PVS Value Added Gap	-13.7	-33
National Value Added - Disadvantaged	977.6	976.3

The table above shows that PVS disadvantaged students performed similarly to those nationally in 2014 but they performed significantly below PVS and national 'other' students in 2015.

### Spending and impact

Teaching, Learning and Assessment – Total spend £3,700					
Strategy	Involving	Rationale	Evidence of impact (RAG)	Cost	RAG and comment
CPD training from external providers linked to improving student outcomes – 'Expansive Education' (Bill Lucas)	All teaching staff	To equip staff and students with a growth mindset philosophy in their pedagogy and in all of their work with pupils.	Lesson observation evidence suggests a change in culture is taking place.	£1200 - proportionate contribution from PP grant	Update to training focus for next year – more focused and in-house delivery.

Change to student groupings so pupils are taught in mixed ability groups in KS3 (except Maths/Science)	All staff	To underpin the 'growth mindset' approach with all students and encourage all students to thrive academically in progress terms	Student voice surveys showed that traditionally lower set and PP students have favoured the change	£2500 – proportionate contribution towards support staff work and communication to make this happen	To be continued next academic year
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Personal Development, Behaviour and Welfare – Total spend £32,430					
Strategy	Involving	Rationale	Evidence of impact (RAG)	Cost	RAG and comment
School Counsellor	School counsellor, CPLO for referrals	Availability of 1:1 counselling for most vulnerable students - many of whom are PP	18 PP students attended sessions regularly and are made progress with attendance and academic progress rising.	£4900 – proportionate contribution from PP grant	To be continued next year
Riding for the Disabled	TA's – LB	To enrich the lives of younger students by supporting a project where they learn new skills	6 PP students were involved. This improved transition to secondary school and improved attendance.	£1800 – proportionate contribution from PP grant	To be continued and reviewed next year
ELSA (Emotional Literacy Support) for emotionally vulnerable students	SENCO; TA's	To improve self confidence	11 PP students were involved. This improved transition to secondary school and helped maintain good attendance.	£2,430 – proportionate contribution from PP grant	To be continued and reviewed next year
SULP (Social Use of Language Programme) group for students who needed support with transition	SENCO; TA's	To improve self confidence	8 PP students were involved. This improved transition to secondary school and helped maintain good attendance.	£1700 – proportionate contribution from PP grant	To be continued and reviewed next year
Breakfast and Lunch clubs – The Shak	Support staff	To improve student wellbeing, communication and enjoyment of school.	Majority of PP students regularly make use of the Shak	£8300 – proportionate contribution	To be continued next year

				from PP grant	
Trips and visits	All staff running curriculum trips	To ensure PP students are included within curriculum trips and that their progress is not disadvantaged	58% of PP students were involved in school trips	£13,300	To be continued and reviewed again next academic year.

Outcomes for Pupils – Total spend £33,440					
Strategy	Involving	Rationale	Evidence of impact (RAG)	Cost	RAG and comment
Homework clubs/revision sessions	All staff; TA's running homework club	Enable PP students to access resources outside of school time	32 PP students attend after school homework/revision clubs	£11,650 – proportionate contribution from PP grant	To be continued and reviewed next year
GCSE Pod – online GCSE revision resource	All staff; subject leaders	Online resource available to all students; targeted at PP in particular to assist with revision	Improved predicted GCSE outcomes	£1050 – proportionate contribution from PP grant	To be continued and reviewed next year
Small group work (literacy and numeracy booster)	TA's	EEF research indicates that TA's are most effective within small group tuition	Improved predicted GCSE outcomes	£6800 – proportionate contribution from PP grant	To be continued and targeted more specifically at PP students next year
GCSE support mentoring	Senior Leadership Team; teaching staff	Support with motivation and organisation for PP GCSE students – to enable them to make more progress	Improved predicted GCSE outcomes	£6,200 – proportionate contribution from PP grant	To be continued and focussed on a smaller group of PP students next year
Individual Post-16 careers advice for PP students	Support staff	Ensure that PP students receive appropriate, targeted guidance on Post 16 options	88% of Y11 PP students went into Post 16 education or employment based training.	£6300 – proportionate contribution of relevant staff salaries	To be reviewed and targeted even more closely at PP students next year.
Music Tuition	Peripatetic music teachers	Ensure that PP students are entitled to enrichment opportunities	7 PP students made use of music lessons, improving their attendance and enjoyment of school	£1440	To be continued and reviewed next year

### Key lessons for next academic year

- Plan for recruitment and timetabling with greater focus on quality first teaching in English and Maths – areas where there are continued and considerable gaps in progress.

- Utilise student data more effectively in classrooms – seating plans clearly identifying disadvantaged students
- Ensure that new assessment and reporting policy and systems (life after levels) are focussed on careful tracking of student progress rather than attainment
- Ensure that disadvantaged students' work is marked first and that high quality, instructive feedback is given
- Review GCSE support mentoring so a smaller group of 'high needs' PP students are targeted.