

Pewsey Vale School 2015-2016 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.

Pewsey Vale School – Pupil Premium funding 2015-2016			
Total number of eligible AFC (Adopted From Care)	0	Funding per pupil is £1900 in the academic year.	£0
FSM and FSM 6	19+34	Funding per pupil is £935 in the academic year.	£49,555
Service Children	31	Funding per pupil is £300 per academic year.	£9,300
Total number of eligible LAC (Looked After Children)	1	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.	£1900
Total Pupil Premium grant 2015-2016			£58,855
Total Pupil Premium reserve from 2014-2015			£0
Total Pupil Premium grant available 2015-2016			£58,855

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.

English and Maths Progress

	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016
English – disadvantaged % making at least min progress	43	50	40	22 (55)**	62%
English – other students % making at least min progress	62	68	64	58 (67)**	68%
ENGLISH GAP (national)	-19 (-29)	-18 (-25)	-24 (-35)	-32	-6%

Maths – disadvantaged % making at least min progress	64	75	27	22 (33)**	25%
Maths – other students % making at least min progress	67	66	61	58 (60)**	63%
MATHS GAP (national)	-3 (-9)	+9 (-1)	-34 (-44)	-32	-38%

*WAG = Working At Grade

** 'best' exam results rather than first entry

The table above shows that the progress gap between disadvantaged pupils and others narrowed significantly in English in 2016 but widened in Mathematics.

Attainment Gap

	2014	2015	2016
5A*-C inc E/M – disadvantaged Students	25% (25%)**	11% (23%)**	13%
5A*-C inc E/M – other Students	42% (47%)**	44% (56%)**	63%
PVS attainment gap	-17% (-22%)**	-33% (-33%)**	-50%
National gap	-28%	-28%	TBC

** 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. The within school gap widened in 2016.

Value Added Gap

	2014	2015	2016
Value Added – disadvantaged Students	974.4	950.5	982
Value Added – other Students	988.1	983.7	999
PVS value added gap	-13.7	-33	-17
National value added - disadvantaged	977.6	976.3	TBC

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. The within school gap in 2016 was much smaller than the gap in 2015

Progress 8 and Attainment 8 Gap (new measures for 2016)

	2016
Progress 8 – disadvantaged Students	-0.39
Progress 8 – other Students	+0.05
Attainment 8 – disadvantaged students	3.98
Attainment 8 – other students	5.22

The table above shows that PVS disadvantaged students had an average Progress 8 score 0.59 lower than other students. Disadvantaged students' Attainment 8 score was just over one GCSE grade behind that of other students.

Spending and Impact

Teaching, Learning and Assessment – Total spend £2,500				
Strategy	Involving	Rationale	Cost	Impact RAG and comment
Marking and feedback – PP students' work marked first	All teachers	EEF findings identify detailed feedback as a low cost, high impact strategy for closing gaps in learning.	£0	Improved outcomes for PP students in English
Seating plans used consistently in every classroom to identify PP students	All teachers; SLT learning walks; line management	Teaching staff must engage more closely with student data, ensuring that they intervene with disadvantaged students in every lesson.	£200	Many staff using this strategy to good effect – requires continued monitoring to ensure consistency
New assessment and reporting system focussed on quick identification of student performance against expected Progress 8 target grade	Data manager; all teaching staff	Efficient measurement of student progress against targets enables clarity of communication with all stakeholders (parents/carers, teachers, students)	£1,200 – proportion of support staff salary	Positive parent feedback in January 2016 survey
Adjust curriculum time and recruit additional specialist teachers in English and Mathematics	English/Maths SLs	Improve progress for all learners in core subject areas – quality first teaching and increased curriculum time	£1100 – contribution from PP grant	April 2016 – posts recruited and new timetable ready for June implementation

Personal Development, Behaviour and Welfare – Total spend £28,100				
Strategy	Involving	Rationale	Cost	Impact RAG and comment
School Counsellor	School counsellor, CPLO for referrals	Availability of 1:1 counselling for most vulnerable students - many of whom are PP	£3500 – proportionate contribution from PP grant	12 PP students attended sessions regularly and made progress with attendance and academic outcomes, especially KS3
Riding for the Disabled	TA's – LB	To enrich the lives of younger students by supporting a project where they learn new skills	£800 – proportionate contribution from PP grant	4 PP students (KS3) were involved. This has improved transition to secondary school and improved attendance.
ELSA (Emotional Literacy Support) for emotionally vulnerable students	SENCO; TA's	To improve self confidence	£1600 – proportionate contribution from PP grant	7 PP students were involved. This has improved transition to secondary school and helped maintain good attendance.
SULP (Social Use of Language	SENCO; TA's	To improve self confidence	£2200 –	11 PP students were involved. This

Programme) group for students who needed support with transition			proportionate contribution from PP grant	improved transition to secondary school and helped maintain good attendance.
Breakfast and Lunch clubs – The Shak	Support staff	To improve student wellbeing, communication and enjoyment of school.	£4000 – proportionate contribution from PP grant	Majority of PP students regularly made use of the Shak and breakfast club
Trips and visits	All staff running curriculum trips	To ensure PP students are included within school trips and that their progress is not disadvantaged	£16,000	48% of PP students involved in in school trips during the academic year impact on progress in question as some were non-curriculum

Outcomes for Pupils – Total spend £22,518				
Strategy	Involving	Rationale	Cost	Impact RAG and comment
Homework clubs/revision sessions	All staff; TA's running homework club	Enable PP students to access resources outside of school time	£6000 – proportionate contribution from PP grant	27 PP students attended after school homework/revision clubs
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	£800 – proportionate contribution from PP grant	Improved GCSE outcomes in a range of subjects for PP students – especially English
Small group work (literacy and numeracy booster)	TA's	EEF research indicates that TA's are most effective within small group tuition	£6000 – proportionate contribution from PP grant	Improved outcomes for KS3 students. Limited effect in KS4.
GCSE support mentoring	Senior Leadership Team; teaching staff	Support with motivation and organisation for PP GCSE students – to enable them to make more progress	£2500 – proportionate contribution from PP grant	Improved GCSE outcomes
Provision of revision materials – bespoke pack for every Year 11 PP student	Bespoke revision pack provided for GCSE PP students	Enable students to access the correct revision materials for their core and option subjects	£1218	Improved GCSE outcomes – especially English where a high proportion of this was spent.
Individual Post-16 careers advice for PP students	Support staff	Ensure that PP students receive appropriate, targeted guidance on Post 16 options	£6000 – proportionate contribution of support staff salary	All Y11 PP students moved on into Post 16 education or work based training settings

Music Tuition	Peripatetic music teachers	Ensure that PP students are entitled to enrichment opportunities	£1205	4 PP students made use of music lessons, improving their attendance and enjoyment of school
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Key lessons for next academic year

- Having recruited additional teaching staff in Maths and English, there is greater focus on quality first teaching in these subjects – with particular regard to Maths.
- Utilise student data even more effectively in classrooms – seating plans clearly identifying disadvantaged students – particularly PPD most able students.
- Ensure that there is careful monitoring and intervention of progress for PPD students in every year group.
- Continue to ensure that disadvantaged students' work is marked first and that high quality, instructive feedback is given