

Pewsey Vale School 2016-2017 Pupil Premium Spending and Impact

Our aim in deploying the Pupil Premium funding identified in the table below 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 2016-2017			
Total number of eligible AFC (Adopted From Care)	0	Funding per pupil is £1900 in the academic year.	£0
FSM and FSM 6	21+31	Funding per pupil is £935 in the academic year.	£48,620
Service Children	33	Funding per pupil is £300 per academic year.	£9,900
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 2016-2017			£58,520
Total Pupil Premium reserve from 2015-2016			£0
Total Pupil Premium grant available 2016-2017			£58,520

Key Targets

- Narrow the attainment gap between disadvantaged and other pupils.
- Narrow the progress gap between disadvantaged students and other students – especially in Maths.
- 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.

Key lessons from last academic year

- Having recruited additional teaching staff in Maths and English, there needs to be 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

Current Situation for Year 11 in-year data (2017 cohort)

	2014 Actual	2015 Actual	2016 Actual	2017 Forecast
English – disadvantaged % making at least min progress	40	22	62%	89%
English – other students % making at least min progress	64	58	68%	90%
ENGLISH GAP	-24	-32	-6%	-1%
Maths – disadvantaged % making at least min progress	27	22	25%	56%
Maths – other students % making at least min progress	61	58	63%	71%
MATHS GAP	-34	-32	-38%	-15%
Progress 8 – disadvantaged			-0.39	-0.4
Progress 8 – other students			+0.05	-0.1
Attainment 8 – disadvantaged			3.98	4.66
Attainment 8 – other students			5.22	4.7

The table above shows that the English gap is predicted to remain negligible in 2017 and the Maths gap is predicted to close significantly.

Spending Plan – Outline

The highlighted areas below show where a higher proportion of funding will be directed this year, following lessons from the previous year. **Our key area of focus will be the progress gap in Mathematics.**

Strategy	Rationale
Marking and feedback – PP students' work marked first	EEF findings identify detailed feedback as a low cost, high impact strategy for closing gaps in learning.
Seating plans used consistently in every classroom to identify PP students	Teaching staff must engage more closely with student data, ensuring that they intervene with disadvantaged students in every lesson.
New assessment and reporting system focussed on	Efficient measurement of student progress against

quick identification of student performance against expected Progress 8 target grade	targets enables clarity of communication with all stakeholders (parents/carers, teachers, students)
Significantly increase curriculum time and deploy additional specialist teachers in English and Mathematics	Improve progress for all learners in core subject areas – quality first teaching and increased curriculum time
School Counsellor	Availability of 1:1 counselling for most vulnerable students - many of whom are PP
Riding for the Disabled	To enrich the lives of younger students by supporting a project where they learn new skills
ELSA (Emotional Literacy Support) for emotionally vulnerable students	To improve self confidence
SULP (Social Use of Language Programme) group for students who needed support with transition	To improve self confidence
Breakfast and Lunch clubs – The Shak	To improve student wellbeing, communication and enjoyment of school.
Trips and visits – curriculum only	To ensure PP students are included within school trips and that their progress is not disadvantaged
Homework clubs/revision sessions	Enable PP students to access resources outside of school time
GCSE Pod – online GCSE revision resource	Online resource available to all students; targeted at PP in particular to assist with revision
Small group work (literacy and numeracy booster)	EEF research indicates that TA's are most effective within small group tuition
GCSE support mentoring	Support with motivation and organisation for PP GCSE students – to enable them to make more progress
Provision of revision materials – bespoke pack for every Year 11 PP student	Enable students to access the correct revision materials for their core and option subjects
Individual Post-16 careers advice for PP students	Ensure that PP students receive appropriate, targeted guidance on Post 16 options
Music Tuition	Ensure that PP students are entitled to enrichment opportunities