

Pupil premium strategy statement

Hednesford Valley High School (Year 2)

This statement details our school's use of pupil premium funding (academic year 2022 to 2025) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hednesford Valley High School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	54 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr S Stokes
Pupil premium lead	Mrs E Perry
Governor / Trustee lead	Clive Cole (TBC)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,000
Recovery premium funding allocation this academic year	£87,768
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£166,768

Part A: Pupil premium strategy plan

Statement of intent

At Hednesford Valley High School, we hold the same high expectations for all our students, regardless of potential barriers. We appreciate that there are challenges for identified students that has been exacerbated by Covid-19. Our endeavour is to provide a service that enables disadvantaged students to “at least” match their counterparts in all areas of school life.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and persistent absenteeism is below non-PP students
2	Behaviour rates for PP students is higher than for non-PP students
3	Engagement for PP students is lower than for non-PP students
4	Performance data for PP students is below non-PP (special mention to reading age of PP students)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance and persistent absenteeism for PP students	PP students to be in line with national average for all students (PP and non-PP)
Improved behaviour for PP students	Reduction in behaviour rate for PP students and to be in line with non-PP students
PP students show more engagement in school life	PP engagement in school activities to be in line with non-PP students
Improve academic performance for PP students	Reduced gap for PP and non-PP in expected reading ages

Activity in this academic year (2023/2024)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £102,358

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Calendared CPD on the quality of teaching for all pupils and the expectations for disadvantaged pupils (£35x10sessions = £350)	The EEF states the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.	2 4
Completion of the attachment and trauma pathway to improve staff ability to support identified students in conflict situations (£1000)	There are a high percentage of PP students who are/have been open to T2-4 support.	2 4
Service Level Agreement with Wolverhampton Vocational Training Centre and South Staffordshire College to complete vocational courses with students (£48,000)	The vast majority of PP students attaining vocational accreditation/qualification.	4
Departments issued budget to support students in their subject area (£3,000)	It is evident that a number of PP students do not attend with the required uniform/equipment.	4
Purchase of Provision Mapping to improve staff ability to support disadvantaged students with SEN (£1,500)	From observations, staff require further assistance in supporting students with SEN.	4
Appointment of ELSA (£24,000)	There are a number of PP students who are demonstrating challenging behaviour and would benefit from work with our ELSA.	2
Calendared in-class intervention for students for identified students	Individualised instruction EEF (educationendowmentfoundation.org.uk)	4
ELSA trained staff (6 days at £120 = £720)	There are a number of PP students who are demonstrating challenging behaviour and would benefit from work with our ELSA.	2
Retention of Student Behaviour Support Assistant (£23,788)	There are a number of PP students who are demonstrating challenging behaviour and would benefit additional support.	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,900

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Pupil premium review (£500)	Pupil premium reviews - GOV.UK (www.gov.uk)	1 2 3 4
HOPE Programme (£5000)	The attendance and persistent absenteeism for identified students is a concern when compared to non-PP students.	1
Appointment of English and/or Maths Tutor (through NTP or equivalent) (£15,000)	Small group tuition EEF (educationendowmentfoundation.org.uk)	4
Retention of Read, Write, Inc and Fresh Start (£10,000)	Phonics EEF (educationendowmentfoundation.org.uk)	4
Intervention programme for Y11 students (£4,400 e.g. Elevate)	Small group tuition EEF (educationendowmentfoundation.org.uk)	4
Inclusion of Educational Psychologist to support/assess identified students (£5,000)	There are a number of identified students who would benefit from support and assessment from an EP.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,500

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Service level agreement with VIP (£1,500)	The attendance and persistent absenteeism for identified students is a concern when compared to non-PP students.	1
Implement rewards budget to support attendance of identified students (£1,000)	The attendance and persistent absenteeism for identified students is a concern when compared to non-PP students.	1
Implementation of the living for sport programme to improve the engagement of identified students in KS3/4 (£5,000)	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 2 3
Implementation of trained counsellor to support the SEMH of identified students (£5,000)	There are a high number of identified students who are demonstrating issues in relation to SEMH.	1 3
Hardship budget for parents/carers of PP students (£2,000)	During lockdowns there were requests for additional support for families and students, who are identified as PP.	1 3
Implement Personal Development Programme (£10,000)	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 2 3

Total budgeted cost: £166,768

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Improved attendance and persistent absenteeism for pupil premium students

Academic year 2022/23 has seen some success when considering the attendance of pupil premium students. The attendance for pupil premium students was 88.2%. It should be noted that the national average attendance for all students in Special School was 86.9% during the same period. Although no national data was published for pupil premium students, those in receipt of free school meals (all students) was 88.6% (it is envisaged that this figure would have been lower when considering free school meals in special schools).

The persistent absenteeism rate for pupil premium students at HVH was 26%. This was better than the national average for students with an EHCP, which was 37.8%. Again no national data for pupil premium was published, however the percentage of free school meal students identified as persistent absentee was 37.9% (all schools).

The main success has been the change to the attendance policy and staffing. As a consequence, students at risk are being identified early and appropriately challenged and supported.

The next step is closing the gap between school non- pupil premium and pupil premium, which currently stands at 3.71% (national average for all schools is 5.2%).

Improved behaviour for pupil premium students

Behaviour for all students at HVH has been positive during academic year 2022/23, especially in comparison to national data. The permanent exclusion rate is 0.00, compared to the latest national data for special schools (2021/22) at 0.05. The suspension rate was XXX compared to the national data for special schools (2021/22) at 9.60.

There is some discrepancy when comparing pupil premium to national data as national data only refers to students identified with free school meals. When making this comparison, the permanent exclusion rate is 0.00, compared to the latest national data for all schools (2021/22) at 0.20. The suspension rate was XXX compared to the national data for all schools (2021/22) at 16.02.

The main success during the academic year has been the realignment SLT responsibilities, that has moved all barriers to learning to one area. This prevents misunderstanding and enables the AHT (B&A) to oversee all areas that can affect behaviour. Mention must also go to a focused area in the CPDL of staff and students. We now have several students who have taken part in the ABA Anti-Bullying Ambassador Programme and staff who have a great understanding of all areas of SEND to better understand and support students, with a key focus on prevention and de-escalation.

The next step is to embark on the attachment and trauma pathway to further improve the understanding and support of pupil premium students.

Pupil Premium students show more engagement in school life

Personal development and engagement is a key consideration of the school. All students at HVH are identified as vulnerable and it is essential that all students have access to wider opportunities. 46% of students identified as pupil premium attended extra-school activities. The introduction of the trained counselor from Your Emotional Support Service (YESS) has been a welcomed addition to supporting students. Efforts to improve wholeschool attendance, has enabled more students to access the wider opportunities of the school. The hardship fund has also enabled pupil premium students to engage in residential trips with several pupil premium students attending the Kingswood Residential.

The next step is to embed the personal development curriculum for years 7&8 which will enable pupil premium students to access wider opportunities and develop key skills to support them in life, in and out of school.

Improve academic performance for pupil premium students

The wholeschool performance for all students was positive during academic year 2022/23. In relation to pupil premium students. Next step is to further develop the percentage pupil premium students attaining Key Stage targets in English. Key figures included:

Key Stage 4

- Maths = 87% were on target to meet or exceed Key Stage Target
- English = 42% were on target to meet or exceed Key Stage Target
- Science = 93% were on target to meet or exceed Key Stage Target

Key Stage 3:

- Maths = 83% were on target to meet or exceed Key Stage Target
- English = 47% were on target to meet or exceed Key Stage Target
- Science = 100% were on target to meet or exceed Key Stage Target

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write, Inc	Ruth Miskin Training
Fresh Start	Ruth Miskin Training
Accelerated Reader	
YESS Counselling	
Elevate	
Duke of Edinburgh Award Scheme	
National School Breakfast Programme	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.