

Pupil Premium & Y7 Catch-up Report 2019-20

Actions, Strategies and Interventions 2019-20

Grant funding type	Academic Year	Amount	Purpose
Pupil Premium	2019-20	£93,161	<p>Pupil Premium is additional funding given to schools to promote the achievement of disadvantaged students who receive free school meals. There is also the Service Premium, a part of the Pupil Premium paid to schools who have children whose parents are serving in the armed forces and a Premium paid for children who have been looked after in care continuously for more than six months.</p> <p>Schools are free to spend the Pupil Premium in the way that they judge gives the best support. Hope Valley College aims to use Pupil Premium funding to allow all pupils, including disadvantaged or vulnerable groups to make at least expected levels of progress.</p>
Y7 Catch-up Premium	2019-20	£5,625	<p>The literacy and numeracy Catch up Premium provides schools with additional funding to support those children who performed below national expectations at KS2 in English and maths in their first year at secondary school (i.e. in Y7).</p> <p>Schools are able to spend the Catch-up Premium funding in the way that they judge gives the best support. The DfE suggests the following:</p> <ul style="list-style-type: none"> • Intensive small-group tuition • External services and materials • Summer schools that help pupils catch up over a short period of time

Nature of support 2019-20

Pupil Premium - A key area for targeted support at Hope Valley College is narrowing the gap for our vulnerable and disadvantaged groups in their academic outcomes. In 2019-20 we continued to invest in high impact approaches, based on secure evidence, from within Hope Valley College and from analysis of available external data, in order to achieve this. This included a sharper focus on the successful delivery of the reformed GCSE qualification. This also drew on support from a successful School Improvement Fund (SIF) which was led by the local authority to support the embedding of vocabulary teaching across the whole school, with a key focus on raising the attainment of PP and Disadv students across both key stage 3 and 4.

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Pupil Premium	Cost
<p>Music Lessons PP students who cannot afford music lesson are given the opportunity to access them to help develop cultural capital and to raise aspiration and engagement with extra-curricular activities</p>	£1,600
<p>Careers advice and Counselling Service Hope Valley College recognises the importance of impartial and objective careers advice, we employ a Careers Advisor who works closely with KS4. Their work is targeted with early intervention around vulnerable groups, including pupils on the RONI, many of whom are pupil premium pupils. Pupil premium funding is used to contribute towards salary costs and work experience resources and costs.</p> <p>Students who are vulnerable are also given priority access to the school counsellor as required if situations become over-whelming, to provide an opportunity to access support.</p>	£7,400
<p>Revision Guides and Text Books All KS4 PP students are given revision guides as part of their support pack.</p>	£1,200
<p>Specialist HLTA and TA Support in Maths, English & Science Specialist HLTA support is provided in core lessons, of English, maths and science. PP students are monitored according to their progress and those who need additional support in lessons are supported by HLTA and TA colleagues in and out of class. The salary costs of these staff are covered by PP funding. Targeted group interventions took place in Year 7 , with targeted in class support for KS4.</p>	£81,000
<p>Alternative Education Provision Alternative provision is provided to PP students who are struggling to access the curriculum. This provides access to work-related learning and also more direct tuition to compliment whole class teaching.</p>	£3,000
Total	£94,000

We do however continue to review and refine our provision through the evaluation and analysis of regular data to ensure only the most successful strategies are continued with. A key aspect of our work to support disadvantaged students is around the development and embedding of an achievement focused school culture.

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Catch-up Premium – A key area for targeted support at Hope Valley College is narrowing the gap of our Y7 vulnerable targeted groups in academic outcomes. In 2019-20 we continued to further develop and embed our high impact approaches, based on secure evidence, from within Hope Valley College and from external data, in order to achieve this. We review and refine our provision continually to ensure only the most successful strategies are continued with. The process focused on developing the reading and inference skills of students.

Y7 Catch-up Premium	Cost
Provision of reading lessons and the use of Accelerated Reader in Library sessions = 1 hour every week	£3,500
1:1 or small group tuition for some targeted students in English and maths who started school with us having not met the expected standard.	£2,000
Total	£5,500

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Major Impacts and Outcomes 2019-20

Pupil Premium					
Impact	Evidence				
Improved achievement of students in the Pupil Premium cohort at KS4 (FSM = 21)	<p>On a number of the key progress and attainment measures our disadvantaged student cohort performed in line with national averages for all students. The progress 8 outcomes for our disadvantaged students this year were +0.13. This was a slight improvement of 0.04 from 2018-19 cohort, however that gap between PP and non-PP remains at around two thirds of a grade on average.</p> <ul style="list-style-type: none"> • 42% of our disadvantaged students achieved the Basics at Grade 5+. • 67% of our disadvantaged students achieved the Basics at Grade 4+. • 25% of our disadvantaged students achieved the English Baccalaureate Standard Pass, 12.5% at Strong Pass. 				
Impact on attendance	Year Group	Average Attendance Non-PP	Absences Non-PP	Average Attendance PP	Absences PP
	Year 7	96.8%	3.2%	95.8%	4.1%
	Year 8	96.9%	3.1%	94.8%	5.2%
	Year 9	97.0%	3.0%	94.8%	5.2%
	Year 10	95.8%	4.2%	89.4%	10.6%
	Year 11	88.7%	11.3%	84.4%	15.6%
	Whole School	94.9%	5.1%	92.4%	7.6%
Y7 Catch-up Premium					
<p>We continue to review the success of our Accelerated Reader Programme. And maths support programme. The 2019-20 academic year programme, was once again instrumental in supporting the development of wider literacy skills, that would have an impact in all lessons. The small group teaching focused on developing inference skills to move students forward from understanding to interpretation of the written word. The maths programme looked at key areas of weakness identified from end of unit tests.</p>					

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Future plans 2020-21

To review and further embed the successful strategies of 2019-20, particularly in developing the revised specifications that have just completed their first run through and the continued focus on boosting vocabulary and literacy across the curriculum including 'Drop Everything and Listen' DEAL to promote reading aloud and together. To continue with those interventions recognised as delivering successful outcomes, including; English and maths boosters for targeted students, supporting access to revision materials and preparation for exams. We would also continue to support the development of music in this key group of students.

The development of collaboration between maths and English teams will continue and have begun to allow a joined-up approach to interventions using our HLTA and TA colleagues.

Our parent meetings, pastoral communication and the robust transition process all support parental engagement, especially with our more disadvantaged students. We are streamlining and improving communications and parental engagement with the use of Class Charts and now with our remote learning tool 'TEAMS'. Our family resource worker will also continue to provide support to targeted DA and PP students to help support those who are hard to reach and where attendance is falling. The Leadership team will continue to work with all layers of management ensuring a shared understanding of how best to support key students through collaborative work in middle leadership, based on good practice seen in other school settings. This will ensure having a consistent focus providing in-class intervention without an overreliance on additional intervention sessions.

We are continuing to invest in 'Professional Learning' and shared best practice in Responsive Teaching strategies to share ideas that allow them to be the best practitioners in their classrooms. We have devolved a significant number of the hours of CPD time to enable staff to focus on delivering outstanding lessons and interventions, which target our disadvantaged students.

Finally, our approach to ensuring disadvantaged students in KS4 are receiving the best level of support through the breadth of curriculum we offer. We continue to support intervention through the development of smaller class sizes in the core subjects (English, maths and science) and support the development of good citizenship and careers knowledge through PSHE lessons and access to work experience.

Approved by Governors: 01/10/20