



Pupil premium strategy statement: School:

1. Summary information					
School	Hope Valley College				
Academic Year	17/18	Total PP budget	82,332	Date of most recent PP Review	Feb 2016
Total number of pupils	567	Number of pupils eligible for PP	81	Date for next internal review of this strategy	June 18
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving 5A* - C incl. EM (2015/16 only)					
% achieving expected progress in English / Maths (2015/16 only)					
Progress 8 score average (from 2016/17)		-0.38		-0.22	
Attainment 8 score average (from 2016/17)		43.7		50.76	
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
Attendance Out of catchment students – travel concerns In year transfers with low attendance Change in syllabus Narrowing of the curriculum Low skills within literacy and numeracy					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Low literacy skills, which is affecting performance, especially boys				

B.	Low maths skills, which is affecting performance, especially boys
C.	Engagement with extra-curricular activities which is having an impact on aspiration
D.	Diminishing levels of social and emotional health and resilience – which is affecting aspiration
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Rates of attendance or persistent attendance

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved performance in English	Support of lowest PP attainers on entry. Pupils eligible for PP make progress to or improving towards that made by non PP pupils with the same starting point. Evidenced using teacher assessment and written tests throughout the year
B.	Improved performance in Maths	Support of lowest PP attainers on entry. Pupils eligible for PP make progress to or improving towards that made by non PP pupils with the same starting point. Evidenced using teacher assessment and written tests throughout the year
C.	Improved overall P8 performance	The P8 score of pupil premium is not less than 0.2 of a grade of non-pupil premium
D.	Students with social, emotional, mental health (SEMH) issues receive appropriate support and advice	Students engage with support and work on activities that look to raise aspiration and engagement and attainment within the classroom.

You may have more than one action/approach for each desired outcome.

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved response from students to feedback	Staff CPD on feedback and marking to support accelerated progression	The EEF toolkit suggests that the impact from quality feedback is that it can make an improvement of 8 months in progress. Recent work scrutiny has suggested that, while there has been an improvement in the feedback given to student this needs to be consistently embedded and students need to develop the skills which allow them to respond to the feedback.	Regular scrutiny of work is timetabled through the year, along with the faculty QA and line management meetings. Work and feedback is on the agenda of all of these. Student voice will be taken to garner the views of students, and will be repeated through the year to track any changes.	GWO/DPE	Meetings with TLR holder. CMT meetings with feedback from documents and work scrutiny
Gap closed for PP students on P8 measures to	TLR awarded for a staff member to lead on challenge and differentiation within all lessons	To priorities a focus on teaching and learning, especially with challenge and differentiation to ensure that work is correctly pitched for PP students to enable them to make progress. Current data suggest that our HAPs and MAPS generally are not performing at the level that they should be. PP P8 data still lags behind that of non-disadvantaged students.	Regular meetings with TLR holder to review strategies and the impact. Line managers will be asked to look at PP data and to identify any further areas that require input from the TLR holder	GWO/DPE	At each data point Line management meetings
Total budgeted cost					2,857

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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For PP students within English to close the gap on P8 to	HTLAs appointed to support the development of resources and the teaching of pupil premium students. Students will be targeted through identification from data points across Years7-11 to work in small group sessions. Activities in Year 7/8 will focus on reading skills. Other support will be directed within lessons to support student in their learning directly.	EEF evidence states that Small group has the highest impact for a moderate cost. This will allow for student to receive more bespoke learning and focus on key areas where performance is below what is expected. The HTLA can create bespoke resources for different groups of students and can adapt as students roll off/onto the programme.	HOF will meet with line manage to review data and identify students who have been targeted and who are working below expected outcomes. Performance data will be tracked and students will have their work closely monitored.	DPE/MHA	Intervention success will be reviewed at key data points in the year and also through line management meetings.
For PP students within Maths to close the gap on P8 to	HTLA targeted support in lessons to help accelerate progress through teaching and resources. Direct 1-2-1 support with maths specialist to identify gaps in performance	EEF evidence states that Small group has the highest impact for a moderate cost. This will allow for student to receive more bespoke learning and focus on key areas where performance is below what is expected. The more targeted 1-2-1 session will allow students to focus on particular skills and topics within maths that need further input.	HOF will meet with line manage to review data and identify students who have been targeted and who are working below expected outcomes. Performance data will be tracked and students will have their work closely monitored.	KRU/DPE	Intervention success will be reviewed at key data points in the year and also through line management meetings.

Total budgeted cost

56,146

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased engagement with sport and extra-curricular sports activities	2 strands have been identified. The first strand is to look at increasing the participation of PP student within inter-school competitions, with a view to increasing participation. The second strand provides more targeted support to individual for an MMA session to help	The EEF states that there is evidence for an improvement of about 2 months as there are studies that link the benefits of sporting activity and academic achievement. PP students are less likely to engage with extracurricular or sporting activities.	Monitoring of attendance records at inter-house competitions and at eternal events	AAS/AJO/DPE	Through line management meetings

	develop greater levels of control and self-esteem.				
All PP students to have identified Post 16 opportunities	For CAIG work to be directed to PP students who will engage with advisor and specific activities to help improve engagement with the process.	The College traditionally has a very low percentage of NEETS. This work is to ensure that PP students are supported through the process so that they make informed choices about what further study might look like, including looking at more vocational-based study programmes.	Frequent meetings with advisor to identify students and track what work is being done. Applications will be monitored	DPE	Termly
For PP students to have equal access to additional learning resources	PP student will be automatically funded for all revisions guides necessary for core subjects For PP students to have access to funding for peripatetic music lessons	This ensures equality of provision for all PP students.	Take up of music lessons List of revision guides distributed Student voice on revision and preparation for exams	DPE	Monthly
For PP students to develop strategies that help with their emotional resilience	Identified PP students to be given access, as determined, to the counsellor or the art therapist on a regular basis	PP students do not just require more academic support but also development of emotional resilience. In "settling to Learn" (2013) the evidence suggests that PP students need directed opportunities to form positive relationships with individuals to help identify key challenges for them.	AH Inclusion to regularly liaise with counsellor and art therapist to ensure that students are supported and any interventions derived that need to be developed in the classroom.	ASC	^ weekly updates
Total budgeted cost					22,000

6. Review of expenditure				
Previous Academic Year		16/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
Increase the pace and progress of lessons.	Require all teachers to have high expectations.	Challenge not sufficient to meet the needs of higher ability PP students. Attendance still a real concern so not enough PP students to benefit from improved lessons.	Improved wave 1 teaching is still a priority. Employing an English teacher at HVC who is also an SLE to have responsibility for accelerating learning for PP students who will	£2603

Improve the quality of feedback to students.	Require all teachers to mark PP students books first.	The quality of written feedback still variable in some areas. Progress after verbal or written feedback still less for PP students than non-PP students.	Improve Faculty QA process and performance management in order to reduce in-school variance.	None
Additional classes in science, English and maths to create smaller class sizes and a lower teacher/pupil ratio.	Improve the impact of teacher feedback and personalisation for all students, but will benefit PP students most	Improved progress in Y10 and Y11 compared with the opportunity cost of not doing this and having larger classes where the teacher will have less impact.	Has not been effective enough in increasing the level of progress for PP students. As a result, whilst this will continue in 2017-18, it will not continue in 2018-19. Instead, we aim to move towards more one-to-one catch up support where needed.	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Pastoral Intervention Tracker	SHT track the additional needs and barriers to learning of PP students and monitor the effectiveness of pastoral interventions.	Tracker and interventions are highly personal to the student. Some interventions more successful than others, some have an opportunity cost, It is difficult to monitor the impact of many of the interventions.	External school leaders carrying out an evaluation for the Peak 11 federation felt the Pastoral Intervention Tracker was effective. It will continue.	£5,000
Specific interventions	Based on recommendations from Pastoral tracker – a range of targeted interventions need funding.	Full analysis of individual impact on students listed on Pastoral intervention tracker.	Many interventions are to deal with external issues and barriers and are hard to measure. Interventions like art therapy, dance therapy, yoga, one-to-one teaching, extended work experience, creative mentors, etc. will continue when appropriate but is dependent on the students' needs and the quality of provision. This can change over time.	£10,000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
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Support vulnerable students (high proportion are PP students) with school counsellor.	Employ specialist external counselling services to use with students in need.	Impact is good with those students ready, able and willing to take on counselling as a support intervention. Sadly, not all PP students are ready, able or willing to take up the support being offered.	Carry on with intervention but try to work earlier and younger to have a bigger impact.	£8,500

7. Additional detail

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