



THE VALLEY SCHOOL

PUPIL PREMIUM REPORT

NOVEMBER 2020 (SCHOOL IMPROVEMENT COMMITTEE)

“Learn to Believe – Learn to Achieve”

“Different for Different”

The Valley School believes in “different for different”, so our aim is to treat every pupil according to their individual needs, preferences and the barriers that get in the way of effective learning. We welcome pupils in years 7 – 11, with a range of Special Educational Needs (SEN). All our pupils have learning difficulties and a large majority also have autism and/or speech, language & communication needs.

The school receives additional funding in the form of Pupil Premium for children entitled to free school meals in the last 6 years, children in care. From September 2014, pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order are also eligible for funding.

Pupil Premium funding allows us to increase and enrich our provision and interventions, responding to individual needs and providing a highly-personalised curriculum. Appropriate approaches to need are planned for within the classroom, including targeted interventions, unless a need has been identified that requires a different approach.

In the academic year 2019/2020 the Pupil Premium Grant available was:

Disadvantaged pupil	Pupil Premium per pupil
Pupils entitled to free school meals in the previous six years.	£935
Children Looked After	£2300
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.	£2300
Total number of pupils	155
Number of pupils eligible for pupil premium	72
Total pupil premium budget	£76,875

The following priorities require a significant budgetary commitment and the pupil premium funding is incorporated into the overall costs. They are provided for all pupils, as all are in vulnerable groups. The Valley School provides an overall package of support aimed to tackle the range of barriers to learning, including professional development, improving parental engagement, maintaining high standards of quality first teaching and providing a wealth of emotional support and targeted interventions. Interventions are reviewed regularly to measure their impact and we maintain an aspirational outlook for all of our pupils.

Identified barriers to attainment 2019/2020	
In-school barriers	
A.	Attainment and progress
B.	Resources and opportunities
C.	Social, emotional and wellbeing
External barriers	
D.	Parental engagement

Outcomes			
A.	Succinct tracking of progress and use of resources to support pupil attainment and aspirational EHCP aims	Implement new data tracking process. Whole school use of technology to support pupil progress. Creative use of apps to encourage pupil accountability for learning.	£8,269
B.	Provide additional educational support and resources to raise the achievement of our pupils and support to create a positive home learning environment	Pupils make at least expected progress in core subjects. An increased number of pupils achieving accreditation in preparation for transition to college. Pupils have access to resources at home to provide an environment conducive to home learning. Resources provided in school to support independent living. Nurture groups lower school and upper school	£133,663
C.	An holistic approach to pupil wellbeing that uses an early identification process to plan a targeted approach to mental health and wellbeing	Attachment training delivered to all staff. Protective Behaviours training for identified staff, including refresher training. Increased pupil awareness of own mental health and strategies to be used for self-help. Attendance at trailblazing meeting to engage with the Mental Health Support Team	£24,125
D.	Improved engagement with school from identified families	Regular and consistent liaising with key staff. Enhanced use of the Early Help Module (Families First) to provide tailored provision for families. Sign posting to external agencies. School communications regarding courses and support groups shared with families.	£800

Barriers to future attainment 2020/2021	
In-school barriers	
A.	Speech, language and communication needs
B.	Reduced exposure to social/cultural activities
C.	Social, emotional and wellbeing
External barriers	
D.	Attendance

Desired outcomes		
A.	SLCN interventions across KS3 and KS4 for all disadvantaged pupils. SpLD interventions in KS3 and KS4	Increased use of signing by staff and pupils. Visual coding training from the Speech and Language team. Strategies for extending vocabulary in regular use. Access teacher.
B.	Increased exposure to social/cultural activities	Active participation in community events. Trips linked to curriculum. Activities to develop skills needed for independent living.
C.	Social and emotional struggles, resulting in low self-esteem, difficulty building friendships, problems socialising with others	Established mental health team to promote wellbeing across the school. School to have a trained mental health lead and deputy mental health lead. Further training for identified staff with the EHM. Further attachment training for all staff. Support for parents/carers in dealing with their child's mental health.
D.	Attendance	Targeted support leading to increased attendance and a reduction in lateness with identified families.