

The Valley School Pupil Premium Funding Impact Statement for 2021/2022

Nos. of PP Students	PP Grant 2021/22
Number on roll	163
Eligible for funding	72
Amount of PP per student	955
Total allocation	68760

The funding is received for those children in receipt of Free School Meals (current year) (FSMs) as well as any student that has been in receipt of one in the past six years (Ever 6), children who have been in the care of the Local Authority (CLA) for one or more days, children who have also left the care of the Local Authority due to adoption, a special guardianship or a child arrangement order. Each year the Link Governor for Pupil Premium, the Head Teacher, Pupil Premium Staff Link and Governors review the use of the funding so that we can:

- Report on the funding and figures for the full year.
- Report the outcomes both academically and vocationally and celebrate this cohort of students and their achievements.
- Carry out various visits relating to the use of funding, these are linked to the School Improvement Plan and School Self Evaluation – in the autumn term the impact report is reviewed by Governors before being uploaded to our website in accordance with DFE statutory requirements.
- Use the information within this report to inform the spending statement for 2022/23.
- Ensure that spending is focused towards and appropriate to the needs of those that are economically disadvantaged.
- Monitor impact on student self-evaluation of social and emotional skills.

How effective has our spending of the Pupil Premium funding been and what has been the impact for our students?

All of our students have Educational Health Care Plans (EHCP). Some of our students have complex needs such as ADHD, ASD and MLD.

This funding enables us to further support the education of those students that face the additional challenges posed by economic disadvantage. We have broken our impact down in five key areas;

1. Allocation of funds and the impact
2. Outcomes for both academic and vocational qualifications
3. Impact of funds on attendance
4. Impact of funds on behaviours for learning
5. Social and emotional development

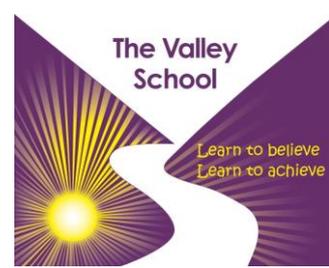
KEY AREAS FOR DEVELOPMENT	ACTION INTERVENTION	IMPACT	ACTUAL SPEND
Effective learning progress	Staff training will focus on the effective use of LP's. The development of good literacy skills is a whole school focus.	LPs became part of the EHCP annual review process, which increased the understanding of student aims and the actions necessary to work towards achieving the aims, developing targeted support for students. Training for LPs in the use of classroom strategies to support literacy and numeracy in all subjects. Targeted use of a Learning Partner in each year group to deliver strategies and interventions. The introduction of Arbor has improved the holistic view of a student.	£12,000
Literacy / Numeracy Support	From data analysis we will identify students in years 7 to 11 who have arrived at The Valley with considerably lower KS2 levels than those of their peers. Such students need additional support to accelerate progress in literacy and numeracy. Teaching groupings will	Use of the Equals curriculum to support adaptations and improve access to and engagement in learning. Barriers to learning were reduced by increasing the	£4,790

	reflect learning needs. The impact of these sessions will be measured at each data drop.	range of adaptations offered to students. Literacy Lead introduced.	
Guided Reading	Research reveals that those students with reading ages 2 or more years below their chronological age are at significant academic disadvantage to their peers. All our students fall under this category with most having a reading age significantly lower than this. We will set up a guided reading programme to support these learners develop skills in reading to learn.	The introduction of the Lexia programme for all students to use at school and at home, providing the minimum of three sessions a week, which is needed to show progress.	£10,740
Strong Careers information, advice and guidance	Careers education, information and advice is very strong. Careers advice and experiences are carefully mapped and recorded for all disadvantaged students. They are provided with: work experiences placements where appropriate, a wide range of preparation activities for future life; work-related learning activities; access to vocational courses; one to one interviews, post 16 information sessions and access to college. This ensures that all students can make informed decisions about future choices.	Increased engagement of Transition Support Workers from three local colleges to support with preparing for adulthood. Students accessed a range of work experience with local businesses, providing experience in childcare, garden maintenance, landscaping, and vocational sessions with a local charity. Increased use of Compass and Gatsby Benchmark to produce reports that reflect student provision and engagement, and inform future planning and school development. YC Hertfordshire have worked to place all Y11 students in the appropriate post-16 provision, with support for both students and their families.	£1,462
Alternative Provision	Many of our disadvantaged students struggle to access the curriculum in a traditional way. To support them we are developing an Alternative Provision	Accessed work with Enemy of Boredom, Waste-Not-Want-Not and The Block. Developed a working relationship with	£21,440

	Programme that complements their usual lessons. These will include Bushcraft, Community Projects, Mechanics, DJ/Music, Farm Projects and working with the Police Force, Fire Service and local businesses.	a local mainstream secondary school to provide access to specific subjects of student interest to stretch and challenge students. A middle leader attended training in Forest School delivery.	
Blended learning support	We have students who suffer from severe anxieties and struggle to attend school on a regular basis. These students can access blended learning from home computers. Providing laptops and internet connections can also be used by students to complement their studies.	Staffing in Interventions has been timetabled to increase engagement through remote learning, with chromebooks being supplied and hard copies of resources being provided on a weekly basis.	No additional funding used
Social Need Resource Funding	We will be running a number of trips (Covid Dependent). PP funding enables all students to access trips. We also support students with a variety of social needs: uniform, PE kit, text books and transport home from clubs.	A range of trips to support curriculum topics and social and emotional learning have taken place, including a train trip to Brighton, library visits and shopping trips to local stores. Employment of a taxi driver to allow students with transport issues to attend after school clubs. Provision of breakfast every day has been funded.	£7,265
Therapy Support	Using play and Lego Therapy support students in overcoming anxieties, develop social skills and resilience.	Learning Partners have received training in the use of lego to encourage social and communication skills. Some Learning Partners have received training from the Speech and Language Therapists and then allocated time to support in delivering speech and language sessions to support EHCP objectives in communication. Protective behaviours training has been given to	£18,950

		some Learning Partners to support students in developing skills to keep themselves safe and develop strategies to encourage resilience. Specialise music teachers provided additional support.	
School Engagement	Home visits, taxis and support to help students back into school where there has been long term or intermittent absence.	Staff have been covered for lessons to allow them to do home visits to students that have been unable to attend school through illness or anxiety. Paper-based learning has been created, delivered and collected for students to continue learning when unable to attend school. Visits to encourage re-engagement with school have taken place.	£3,365
Rewards	Established our new rewards system which the students have helped to design.	Students have engaged with the rewards system, which has seen an increase in correct uniform being worn, attendance and engagement in lessons. The positive impact on engagement and wellbeing is evident in staff and students as the opportunities to have out of classroom experiences have increased.	£8015
Total			£88,027

Attendance	Whole school	Non-PPG%	PPG%
2020/21	82.41	81.88	83.09
2021/22	89.8%	91.6%	87.5%



It can be seen from the table and graph above that our pupil premium students' attendance has increased, however the gap between PPG and Non-PPG needs to be reduced. Analysis of attendance figures within the PPG students indicated a higher than usual absence due to illness, as a result of Covid.

Attendance for the academic year 2021/22 was negatively impacted by Covid. Attendance figures have been recorded on the data dashboard shared with the Governing Body each term. The introduction of Arbor as the MIS will provide a more reliable method of reporting on attendance and progress data moving forward.