

## Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	Valence School				
Academic Year	2017-2018	Total PP budget	£24,040	Date of most recent PP Review	December 17
Total number of pupils	102	Number of pupils eligible for PP	22	Date for next internal review of this strategy	March 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making progress in reading year 1 and 9	80%	56%
% making progress in writing year 1 and 9	50%	52%
% making progress in maths year 1 and 9	60%	63%
% making progress in Maths year 10 and 11	80%	75%
% making progress in English year 10 and 11	100%	100%

3. Barriers to future attainment (for pupils eligible for PP )	
All students at Valence face significant barriers to learning because of their individual conditions – these barriers are of greater impact than those caused by socio-economic factors	
In-school barriers	
A.	Ensuring consistency support staff knowledge of English and Maths teaching
B.	Ensuring regular reading/maths activities daily – especially for those above KS2
External barriers	
D.	Physical and medical disability

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve progress for Pupil Premium students in English & Maths	Improved progress
B.	Regular reading/maths activities daily	ERIC, Numicon and HLA activities
C.	To ensure wider knowledge of English/Maths skills (in other subject areas)	ERIC, maths TA in other subjects
D.	Better knowledge in Support Staff	Training for SSA's and TA's



5. Planned expenditure					
Academic year	2017-2018				
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.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Recruited New Maths TA ( School direct Mathematics trainee) [Relates to barrier D]	Whole school and individual	The addition of a new Maths TA allowed pupils to receive targeted high quality teaching from a specialist. More time is being spent on providing individual resource for pupil to further support their learning both inside and outside the classroom.	Tracking of pupils' progress and continual reviews with SRD. Pupil input and feedback on implementation	HM	
Continuation of a Reading TA [Relates to barrier D]	Whole School and individual	The reading TA allows children to receive targeted high quality teaching from a specialist. More time is spent on providing individual resources for children	Tracking of pupils' progress and continual reviews with SRD. Pupil input and feedback on	HM	
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional Maths resources Dynamo Maths programme. [Relates to barrier C, B and A]	Individual support for students weekly	Pupils using dynamo maths made significant improvements and all pupils ended up working the upper quartile range.	Staff will have training so they can support students outside of lesson time. Will focus on Keyworkers so can work in keyworker time or in HLA. New Primary teachers given logins and using it in class. Alongside tracking of pupils' progress and continual reviews with SRD. Pupil input and feedback on implementation	Hm	July 2018
Further training on Numicon for new maths TA and New KS3 Teachers [Relates to barrier C and A]	Individual support for students weekly	Numicon is visual resource which supports students in learning their fundamental mathematics skills. The addition training would allow the maths TA to provide pupils with targeted high quality individual teaching.	Tracking of pupils' progress and continual reviews with SRD. Pupil input and feedback on implementation	HM	
<b>Total budgeted cost</b>					

iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Regular reading sessions daily [Relates to barrier B]	Continuation of ERIC sessions every day	This had the greatest impact in terms of giving a focus and time to reading – for all students as well as those with PP	ERIC sessions to take place after lunch for 20 minutes.	HM	
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year		2016-2017		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
More specialist maths staff. (School direct Mathematics trainee) [Relates to barrier D]	Whole school and individual	The addition of a maths school direct student allowed pupils to receive targeted high quality teaching from a specialist. More time is being spent on providing individual resource for pupil to further support their learning both inside and outside the classroom.	Significant impact seen in student progress and high level teaching provided. School direct trainee recruited and working as maths teacher 2.5 days a week. Look to have more School direct students in English and mathematics.	£17,651
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Additional Maths resources Dynamo Maths programme.	Individual support for students weekly	Pupils using dynamo maths made significant improvements and all pupils ended up working the upper quartile range.	More staff will be trained in using dynamo so it can benefit students outside of maths. (TA and New KS3 Teachers) Transition package to be developed from Dynamo on to My Maths.	£668

<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

#### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.