

Pupil Premium Funding – Spending Plan 2019/20

1. Summary information					
School	Valence School			Type of SEN :	PD
Academic Year	2019-20	Total PP budget	£37,885	Date of most recent PP Review	July 2019
Total number of pupils	101	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Nov 19 / Apr 2020

	<i>Pupils eligible for PP</i>
% on track with targets in English	85% (22/26pupils)
% on track with targets in Maths	85% (22/26 pupils)
% on track with targets within ImPACTS pre-formal curriculum	100% (5/5 pupils)

2. 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.	Access to consistent approach from teaching staff with regard to teaching of English and Maths
B.	Access to reading/maths activities daily – especially for those KS3 and beyond
C.	Access to consistent approach from support staff with regard to pre-formal and semi-formal learning and targeted work within this
D.	Access and inclusion within citizenship activities, charitable events and whole school celebrations
External barriers	
E.	Physical disability and complex medical needs

3. Outcomes	
	Desired outcomes and how they will be measured
	Success criteria

A.	Pupil Premium students to have improved progress in English and Maths	Students to be on track to make good progress in English and Maths
B.	Pupil Premium students to have access to daily reading and maths activities additional to English and Maths lessons	Daily access to ERIC a Numicon activities to further improve progress in English and Maths
C.	Pupil Premium students to receive quality learning opportunities within their pre-formal or semi-formal learning pathways	Students to be on track to make good progress against the pre-formal or semi-formal learning pathways
D.	Pupil Premium students to access and be fully included in citizenship activities, charitable events and whole school celebrations	Students to deepen their knowledge and experience of citizenship activities, charitable events and whole school celebrations

4. Planned expenditure					
Academic year		2019-20			
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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continuation of specialist Maths support staff (relates to barriers A&B)	Whole school and individual	The continuation of specialist Maths staff allows 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 Senior Leadership Team. Pupil input and feedback on implementation	MS,ZB, JB	End of Term 2, 4 and 6
Continuation of a Reading TA (relates to barriers A&B)	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 to further	Tracking of pupils' progress and continual reviews with Senior Leadership Team. Pupil input and	MS,ZB, JB	End of Term 2, 4 and 6
Total budgeted cost					£27,265 Contribution towards £39,534 2x FT
ii. Targeted support					
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?
Pupil Premium students to receive quality learning opportunities within their pre-formal or semi-formal learning pathways (relates to barriers C)	Creation of specific learning pathway curricula approach and specialist training for staff	Pupils who receive appropriate and matched teaching approach for their learning style can be targeted to make specific progress within the pre-formal or semi-formal pathway	Staff will have training so they can support students in pre-formal or semi-formal learning. Through MER and progress tracking the senior leadership team will be sure that this is working well.	MS, ZB, JB	End of Term 2, 4 and 6
Pupil Premium students to use specific quality learning resources and activities within their pre-formal or semi-formal pathways (relates to barriers C)	Resources purchased specifically to enhance learning within curricula approach	Numicon - visual resource which supports students in learning their fundamental mathematics skills. Sensory resources – specific resources to aid cognition, communication and fine motor skills as part of pre-formal learning	Tracking of pupils' progress and continual reviews by Senior Leadership Team with Pupil input and feedback on implementation	MS, ZB, JB	End of Term 2, 4 and 6
Total budgeted cost					£6000 training £4000 resources

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?
Pupil Premium students to access and be fully included in citizenship activities, charitable events and whole school celebrations (relates to barrier D)	Ensuring that pupils have access to resources and activities that deepen their role as a citizen and involvement in school events	With enhanced access to well-resourced events and activities, pupils will deepen their involvement, experience and knowledge base as a citizen (at least 4 events per school year)	Through tracking involvement in events and activities. Improved school attendance records	MS, ZB, JB	Ongoing Formally tracked at end of Term 4 and 6
Total budgeted cost					£620 (£20 per pupil)

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
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
Recruitment of new Maths TA	Whole school and individual	The addition of a maths specialist support staff 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.	More time will be spent on developing the maths specialist support staff's knowledge of semi-formal learning and this approach will be continued into 2019/20	Contribution towards £19.7676
Continuation of Reading TA	Whole school and individual	The addition of a Reading 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.	More time will be spent on developing the TA's work outside of the classroom. This has been a successful approach and has continued into 2019/20	Contribution towards £19.7676
ii. Targeted support				

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 - Numicon Maths programme.	Individual support for students weekly	Pupils using Numicon maths made significant improvements	More staff will be trained in using Numicon so it can benefit students outside of maths. Looking into programs past NC Level 3 for children who secure NC Level 3.	£668

iii. Other approaches (including links to personal, social and emotional wellbeing)

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
Regular daily reading sessions (ERIC)	Whole class support for students daily	ERIC sessions have contributed to overall steady progress across the school	To continue to raise profile of these sessions and ensure they are well resourced with new books	ongoing