

# SAFFRON VALLEY COLLEGIATE

## Pupil premium grant expenditure:academic year 2019/2020

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

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<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll during academic year	237
Total number of pupils eligible for PPG	FSM: 92 , CLA: 5
Amount of PPG received per pupil – academic year 18/19	FSM: £96,224.97 , CLA: £6,900.00
<b>Total amount of PPG received – academic year 19/20</b>	£103,124.97
<b>Total PPG expenditure</b>	£105,575.59
<b>PPG remaining</b>	£0

**Performance of disadvantaged pupils** (pupils eligible for free school meals, in local authority care for at least six months or children of servicemen/women) compared to the remainder of the cohort

**Year 11 examination performance**

	NO. YEAR 11 PUPILS	No. achieved English Level 4+	% achieved English Level 4+	No. achieved English Level 3+	% achieved English Level 3+	No. achieved Maths Level 4+	% achieved Maths Level 4+	No. achieved Maths Level 3+	% achieved Maths Level 3+	No. achieved English and Maths at Level 4+	% achieved English and Maths at Level 4+
<b>ALL SVC</b>	87	29	33.33%	47	54.02%	28	32.18%	48	55.17%	17	19.54%
<b>SVC PPG</b>	60	20	33.33%	32	53.33%	16	26.67%	30	50.00%	10	16.67%
	68.97%										

	NO. YEAR 11 PUPILS	No. achieved 5 GCSEs with English and Maths	% achieved 5 GCSE equivalents with English and Maths at 4+	No. achieved 5 GCSE equivalents level 4+	% achieved 5 GCSE equivalents level 4+	No. achieved 5 GCSE equivalents (Levels 9-1)	% achieved 5 GCSE equivalents (Levels 9-1)	No. achieved at least 1 GCSE or equivalent	% achieved at least 1 GCSE or equivalent	No. achieved public accreditation at any level	% achieved public accreditation at any level
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		at 4+									
<b>ALL SVC</b>	87	14	16.09%	12	13.79%	41	47.13%	81	93.10%	87	100.00%
<b>SVC PPG</b>	60	10	16.67%	9	15.00%	28	46.67%	56	93.33%	60	100.00%
	68.97%										

**Impact of COVID-19 pandemic**

The PRU was effectively closed to pupils from March 2020, when the country went into lockdown. Although remote learning opportunities were provided to pupils during the period up to reopening in June, it was not possible to fully assess pupil progress during this extensive period. This would have been the case for most mainstream schools and alternative provisions. It is therefore not possible to publish progress data relating to pupils who were PPG eligible.

**Objectives in spending PPG:**

<p><b>Barriers to learning for PPG eligible pupils</b></p> <p>(What the data tells us)</p>	<p><b>Desired outcomes</b></p>	<p><b>Necessary actions</b></p>
<p><b>Poor attendance</b></p> <p>(Average weekly attendance of PRU is around 63%, below PRU national average 68%. Approx. 20% pupils have attendance in 0-25%. 90% of pupils at Cotelands improve attendance from baseline - average improvement = 35%)</p>	<p>Pupils attend school regularly and/or show improvement from their attendance baseline. PRU achieves at least PRU national average attendance.</p>	<p>Attendance &amp; Engagement Worker to work across KS4 behaviour provisions            Provide pupil rewards            Creative use of support programmes, e.g. provide short term pupil transport.            Consider additional approaches with regards to available resources.            (See below re curriculum development)</p>
<p><b>Lack of an appropriate, personalised engaging curriculum</b></p> <p>(See attendance and behaviour for learning data)</p>	<p>There is sufficient acknowledgement of academic, therapeutic and vocational pathways within the curriculum.</p> <p>Pupils respond positively to the curriculum by attending regularly and making good academic and social/emotional progress.</p>	<p>Each provision to trial therapeutic intervention.            Lead staff members for sports and outdoor learning.            Introduce the Prince's Trust Achieve Programme in academic year 2017-18.            Deliver and further develop PiXL Edge programme to KS3 pupils. Run Studyflex CMI Level 2            Introduction to Team Leading for identified group of year 11 pupils.            Consider additional learning opportunities with regards to available resources.</p>

<b>Barriers to learning for PPG eligible pupils</b>  (What the data tells us)	<b>Desired outcomes</b>	<b>Necessary actions</b>
<b>Unidentified learning needs</b>  (Approx. 12% with EHCPs/Statements – not indicative of observed needs)	Lessons are differentiated at the point of planning; PLCs are used effectively in planning; BfL Keyworkers are used effectively and efficiently to support pupils; The effective use of AfL informs planning, including the delivery of interventions – improve quality of teaching and learning for all pupils.	Staff attendance at PiXL workshops Training sessions with AfA coach – Achieving More programme Training for SENCo and Assistant SENCo CPD to promote quality first teaching
<b>Poor progress in English/ low literacy levels</b>  (PPG eligible pupils are progressing at a slower rate than their peers in English. During Spr1 2017: 42% (compared to 52% whole school) making good progress, 49% (compared to 66% whole school) working towards good progress. Particular underperforming groups are boys of black Caribbean and mixed heritage background.)	Pupils low literacy levels are addressed – improve quality of teaching and learning for all pupils	Implementation of PiXL Code phonics programme  CPD for English teachers
<b>Poor ability to demonstrate appropriate behaviour for learning</b>  (Behaviour matrix average scores (good score is 8.0:  Skills for learning – 4.7  Making the most of my education – 4.6.)	Clear behaviour expectations and increased ability of pupils to demonstrate appropriate behaviour.	AHOPs to engage in Pivotal training and develop practice within provision to facilitate improvements in pupils’ behaviour for learning. Develop the curriculum and provide learning opportunities to address pupils’ SEMH needs.

