SAFFRON VALLEY COLLEGIATE
Pupil premium grant expenditure: academic year 2017/18

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	230
Total number of pupils eligible for PPG	131
Amount of PPG received per pupil	£935 FSM/ £1,320 CLA
Total amount of PPG received	£115,690.43

Year 11 examination performance

	No. on roll	English level 4+		English level 3+		Maths level 4+		Maths level 3+		English & Maths at level 4+		5A*/9 to C/4 with English & Maths		5A*/9 to C/4 grades		5A*/9 to G/1 or equivalent (levels 9 - 1)		At least one GCSE or equivalent		Public accreditation at any level	
All pupils	99	20	20.2%	29	29.3%	16	16.2%	28	28.3%	9	9.1%	7	7.1%	9	9.1%	24	24.2%	84	84.8%	89	89.9%
PPG eligible	56	8	14.3%	13	23.2%	6	10.7%	12	21.4%	4	7.1%	3	5.4%	3	5.4%	13	23.2%	49	87.5%	50	89.3%

SVC - Whole School - Pupils making good or better progress

	No. pupils		English KS3 (Con)	KS3/4 English (SB)	KS4 English (PE/MO/Cot)	Maths KS3 (Con)	KS3/4 Maths (SB)	KS4 Maths (PE/MO/Cot)
All Pupils	**240**	100%	63%	70%	37%	71%	48%	68%
Pupil Premium	**96**	40%	63%	62%	45%	67%	46%	68%

Objectives in spending PPG:

Barriers to learning for PPG eligible pupils (What the data tells us)	Desired outcomes	Necessary actions
Poor attendance (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%)	Pupils attend school regularly and/or show improvement from their attendance baseline. PRU achieves at least PRU national average attendance.	Attendance & 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)
Lack of an appropriate, personalised engaging curriculum (See attendance and behaviour for learning data)	There is sufficient acknowledgement of academic, therapeutic and vocational pathways within the curriculum. Pupils respond positively to the curriculum by attending regularly and making good academic and social/emotional progress.	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.

Barriers to learning for PPG eligible pupils (What the data tells us)	Desired outcomes	Necessary actions
Unidentified learning needs (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
Poor progress in English/ low literacy levels (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
Poor ability to demonstrate appropriate behaviour for learning (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.