



## SAFFRON VALLEY COLLEGIATE

### Pupil premium grant expenditure: academic year 2018/19

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll during academic year	230
Total number of pupils eligible for PPG	FSM: 119 , CLA: 6
Amount of PPG received per pupil – academic year 18/19	FSM: £105,548.72 , CLA: £1,700.00
<b>Total amount of PPG received – academic year 18/19</b>	£107,248.72
<b>Total PPG expenditure</b>	£107,248.72
<b>PPG remaining</b>	£0



## Objectives in spending PPG:

Barriers to learning for PPG eligible pupils (What the data tells us)	Desired outcomes	Success criteria	Necessary actions	Links to school development plan
<p><b>Poor attendance</b> (Average SVC attendance for 2017-18 was <b>61.2%</b>, below PRU national average <b>66.1%</b>. This in turn impacts on progress and achievement. 14.3% of pupils with 80%+ attendance achieved 5 or more 4+ grades with English and Maths, compared to 7.1% for the whole cohort. )</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 for PPG eligible pupils is at least at PRU average 68% with a target of 90%+ 70% pupils improve from attendance baseline.</p>	<p>Family Attendance &amp; Engagement Worker to work across behaviour provisions Additional input from WPA 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>Actions are taken and systems put in place to maximise the individual attendance of all pupils: SVC attendance is at PRU average or better.</p> <p>See PRU attendance action plan.</p>

<p><b>Lack of an appropriate, personalised engaging curriculum</b> (Pupils' attendance and engagement improves when their curriculum offer is personalised)</p>	<p>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.</p>	<p>Attendance for PPG eligible pupils is at least at PRU average 66% with a target of 90%+. 75% pupils make good or better progress in English and maths. At least 15 pupils awarded PiXL Alternative Edge certificates. Positive scores on the Edukit wellbeing survey.</p>	<p>Each provision to trial therapeutic intervention. Lead staff member for sports and outdoor learning to pilot programmes for roll out across SVC. Develop partnership with Unicorn Theatre. Consider additional learning opportunities with regards to available resources.</p>	<p>There is a differentiated curriculum pathway to cater for the talents and needs of all learners: the design and implementation of the curriculum ensures breadth and balance and has positive impact on pupils' engagement and outcomes. Pupils are prepared well for the next stage of learning.</p>
<p><b>Poor progress in English/ low literacy levels</b> (Although the progress in English of PPG eligible pupils is comparable to their peers in most provisions, it is still below the desired 75%+ of pupils making good or better progress. Only 14.3% of pupils achieved a 4+ grade in GCSE English, compared to 20.2% for the whole cohort.)</p>	<p>Pupils low literacy levels are addressed – improve quality of teaching and learning for all pupils</p>	<p>75% pupils make or exceed expected progress in English.</p>	<p>Implementation of PiXL Code phonics programme  CPD for all classroom based staff Consider language development in general, e.g. SALT</p>	<p>Ensure pupils are provided with activities to improve their literacy skills in all lessons:</p> <ul style="list-style-type: none"> <li>• Work scrutiny shows evidence of the development of the literacy skills of all pupils.</li> <li>• Pupils with low reading ages are supported to improve their literacy skills.</li> </ul> <p>Actions are taken to ensure disadvantaged pupils achieve equally as their peers.</p>

In addition:

- Fund targeted support and activities as determined during PEP reviews and other meetings, e.g. individual tuition, practical/vocational activities, etc. All support to be agreed by SLT, SENCo, pupil and parent/carer and social care (where appropriate).
- Provide part (top up) funding for a nursery place to support school-aged parents at Cotelands.

The specific personal and social needs of pupils are properly identified and met to help them overcome barriers to attainment. Use data more effectively to plan targeted interventions/programmes to improve behaviour. The SENCo provides guidance and support to SVC staff to enable pupils with SEND to make good progress.