



SAFFRON VALLEY COLLEGIATE

Pupil premium grant expenditure:academic year 2020/21

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.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll during academic year	189
Total number of pupils eligible for PPG	FSM: 79 , CLA: 6
Amount of PPG received per pupil – academic year 20/21	FSM: £89,670 , CLA: £10,752
Total amount of PPG received – academic year 20/21	£100,422
Total PPG expenditure	£102,550
PPG remaining	£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

Impact of Covid-19 pandemic:

Due to an exponential growth in cases, the government instructed schools should only reopen following the Christmas break 2020 to vulnerable pupils. Saffron Valley took the decision to establish a strong remote learning offer before gradually inviting pupils back for face-to-face learning. All pupils returned to school (staggered start) from Spring2. Whilst teaching and learning could continue, this greatly impacted on the ability of all schools to confidently assess learning and track pupil progress. For this reason, this report will not feature pupil progress data.

The PRU was able to assess and track pupil wellbeing, using the Edukit survey. Data would typically look like this:

Year 10 PPG eligible

	Self-esteem	Emotional state	Resilience	Self-image	Aspiration	Attitude to learning	Diet / eating	Home life	Local Community	Friendships	Respect from others
autumn	59%	55%	62%	52%	61%	60%	60%	60%	56%	71%	60%
summer	63%	63%	63%	58%	46%	54%	64%	57%	58%	72%	64%
	4%	8%	1%	6%	-15%	-6%	4%	-3%	2%	1%	4%

Year 10 Non PPG

	Self-esteem	Emotional state	Resilience	Self-image	Aspiration	Attitude to learning	Diet / eating	Home life	Local Community	Friendships	Respect from others
autumn	60%	46%	54%	49%	50%	59%	60%	71%	56%	77%	65%
summer	63%	53%	66%	52%	58%	63%	65%	78%	61%	77%	62%
	3%	7%	12%	3%	8%	4%	5%	7%	5%	0%	-3%

NB: due to the nature of the provision, the cohort of pupils surveyed at the start of the year would not be the same as those at the end of the year.

- Year 9 PPG eligible comparable and in some cases higher scores than remainder of cohort but decrease in scores over the academic year. This group less resilient/mature than their peers, and perhaps greatly affected by the pandemic.
- Year 10 PPG eligible higher resilience than their peers but smaller growth over the year. Concern over the aspiration scores - this needs to be addressed through an enhanced careers programme.
- Year 11 PPG eligible had comparable baselines in most areas, with the exception of attitude to learning, but this area showed greatest growth over the year.

Year 11 examination performance

	No. on roll	No. ach. Eng 4+	% Eng 4+	No. ach. Eng 3+	% Eng 3+	No. ach. Maths 4+	% Maths 4+	No. ach. Maths 3+	% Maths 3+	No. ach. Eng & Maths 4+	% Eng & Maths 4+	No. ach. 5 grades 9 to 4 inc E & M	% ach. 5 grades 9 to 4 inc E & M	No. ach. 5 grades 9 to 1	% ach. 5 grades 9 to 1	No. ach. at least one GCSE/ equiv	% ach. at least one GCSE/ equiv	No. ach. any public accreditation at any level	% ach. any public accreditation at any level
ALL PUPILS	87	33	37.9 %	47	54.0 %	25	28.7 %	46	52.9 %	16	18.4 %	8	9.2%	31	35.6 %	71	81.6 %	77	88.5%
PPG	27	11	40.7 %	14	51.9 %	8	29.6 %	17	63.0 %	7	25.9 %	3	11.1 %	9	33.3 %	17	63.0 %	24	88.9%
CLA	7	2	28.6 %	5	71.4 %	2	28.6 %	4	57.1 %	2	28.6 %	1	14.3 %	1	14.3 %	5	71.4 %	5	71.4%

Objectives in spending PPG:

Barriers to learning for PPG eligible pupils (What the data tells us)	Desired outcomes
Poor attendance Pupil attendance is typically at PRU average or below.	Pupils attend school regularly and/or show improvement from their attendance baseline. PRU attendance is well above PRU national average attendance (67.5%). A significant number of pupils achieve attendance above 90%, following appropriate interventions.
Lack of an appropriate, personalised engaging curriculum Some pupils are disengaged from education due to poor past experiences or misconceptions. Pupils' attendance and engagement improves when their curriculum offer is personalised and 'creative'.	Each provision is able to provide access to a wide range of experiences and opportunities, to stimulate creativity and engagement. 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.
Lack of therapeutic support Pupils are unable to fully participate in learning due to their poor emotional state. Edukit evidences low scores for emotional wellbeing.	Staff are able to use translate learning from CPD into classroom practice. Pupils are able to access therapeutic support as part of their personalised offer – this may be delivered in their provision. There is a range of support to address a variety of needs.
Unidentified/unaddressed learning needs Typically approx. 12% pupils with EHCPs – this is not indicative of observed needs.	Teaching teams receive CPD that enables them to understand and cater for pupils with a range of SEND. Needs are identified at the point of induction and necessary interventions planned and delivered, in a timely manner. Lessons are differentiated at the point of planning. Access arrangements are well matched to the typical day-to-day adjustments made for pupils. BfL

	Keyworkers are used effectively to support pupils.
<p>Poor progress in English/ low literacy levels</p> <p>Good or better pupil progress in English is typically below the desired 75%.</p>	Pupils low literacy levels are addressed – this improves the quality of teaching and learning for all pupils
<p>Poor ability to demonstrate appropriate behaviour for learning</p> <p>The majority of the cohort work towards behaviour matrix scores above 8.</p>	There are clear behaviour expectations and pupils show an increased ability to demonstrate appropriate behaviour. Pupils are well prepared for transition (mainstream school or post-16).
<p>Lack of access to home learning resources</p> <p>Some pupils lack the IT facilities to support</p>	There is equality of access to IT (hardware and software) to enable all pupils to continue learning outside of the classroom. Where the home situation is not conducive to home learning, the provision is in a position to provide extended learning space.
<p>In addition:</p> <p>— Fund targeted support and activities as determined during PEP reviews and other professional meetings, e.g. individual tuition, practical/vocational activities, etc. <u>All support to be agreed by SLT, SENCo, pupil and parent/carer and social care (where appropriate).</u></p>	

These objectives align with those for:

- DfE Catch Up Funding
- DfE year 11 funding for Alternative Providers – AP Transition Fund

