

Park View School Pupil Premium Statement 2017-18

Context

The Pupil Premium Grant is an amount of money the government allocates to each school, to support all pupils to reach their potential. It should be used to “help schools narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds”.

At Park View School 81% of students are eligible for the Pupil Premium, this is well above the national average of 27%. Park View’s projected allocation for 201/18 is £42,255.

The allocation will be spent as follows:

ACTIVITY/STRATEGY/INTERVENTION	2015/16
Breakfast Club	£1100
Mental Health training	£5000
PVS Friday Rewards Programme	£7800
Subsidising student residential trips	£1750
Work based learning placements for students	£30000
	Expenditure
	£45650
	Allocation
	£42255

Evaluation

Those elements identified above which will have a clear impact upon academic progress have a plan with clear success criteria, outlined below. These will be evaluated at the end of the year to ensure the funds have been used effectively. These findings will be presented to the governing body. The other elements are enrichment programmes aimed at improving social skills, social awareness and emotional health. These are important factors in this type of setting but are harder to measure.

Breakfast Club

Research has demonstrated that learning and knowledge acquisition is more effective if a student is sufficiently nourished. “Those children who regularly eat breakfast are more likely to have higher school grades. Those children who skip breakfast have more difficulty focusing on classroom tasks and concentrating in class, which is apparent in both well and undernourished children and children from deprived backgrounds. This has implications for school performance” (Adolphus et al, 2013).

Therefore giving students a good start to the day is imperative to ensuring teaching and learning is effective during the morning session.

Evaluation question:

Does providing students with breakfast free of charge reduce the number of out of class incidents during lessons 1 & 2?

Pre-test measures:

Out of class data.

Implementation:

Breakfast is available (toast, cereal, hot drinks) every morning between 8.30am and 9.00am.

Measuring the Impact

An analysis will be carried out of the out of class data for lessons 1 & 2 gathered prior to the start of the breakfast club compared to the data produced after the club started.

Mental Health Training

Since the inception of the new head teacher in September there has been greater emphasis placed upon addressing the mental health needs of the students. To highlight this it has been identified as a priority in the school development plan and a 'Mental Health Lead' has been identified in school. The plan is to devise a programme of professional learning for staff so that they can better support the mental health and emotional wellbeing of the students. The training will result in an Attachment lead, staff that are able to deliver group sessions for student relationships and physical and emotional wellbeing, deliver CBT, anger management and other therapeutic interventions such as drawing and talking.

Evaluative Question:

Does progress in core subjects improve as a result of improving student mental health?

Does attendance improve as a result of improving student mental health?

PVS Fridays

A new behaviour reward system has been introduced that awards points for attitude to learning, behaviour and progress, the students are then placed in a league table based upon the points they receive. A programme of non-academic activities will be offered to the top 6 -10 students every Friday.

Evaluation question: Has the PVS Friday behaviour tool yielded a net improvement in the average score for individual groups and the whole school over the academic year?

Implementation

All staff will be expected to enter data into the behaviour tool after each lesson reflecting a student's engagement, behaviour and attendance to that lesson. The tool will be analysed by SLT on Thursday evenings and students made aware of the outcome prior to the commencement of the reward every Friday.

Analysis and Impact

The monthly average points score for year/class groups and whole school will increase across the academic year.

Subsidising residential Activities

Residential activities happen throughout the academic year and comprise of sight-seeing trips to London, skiing in Scotland and Outdoor Education residential in the Lake District. The trips are used to reward those students with good attendance and behaviour.

Evaluative Question:

Does subsidising residential activities of disadvantaged students?

Those who attend the residential placements should have demonstrated a significant improvement in attendance over the year. Those with attendance below 85% will have improved their attendance by 10% over the course of the year.

Pre-test measures

Attendance data

Implementation

Students are made aware of all trips early in the year and it is explained them that their ability to attend such trips will be based upon their behaviour and attendance.

Work Based Learning Placements

A small proportion of the student cohort will be targeted with an offer of a 1 or 2 day work-based learning placement. These placements are hosted by quality assured training providers who offer accredited outcomes over a range of subjects. They are largely vocational subjects that we do not have the facilities to offer as a school. They types of students targeted are those with poor attendance (particularly at Key stage 4), those who have not attended at their previous provision for an extended period or cannot cope with a full, school based timetable.

Evaluation Question: Will the attendance of those students enrolled on work-based placements improve?

Implementation

Suitable placements will be identified based upon student interviews, discussions with parents/carers and individual students' academic ability. A timetable will then be agreed and an appropriate member of staff to support the student in the work place will be identified.

Analysis and Impact

Students enrolled upon work-based learning programmes will exhibit 85%+ attendance on those days and demonstrate a 20% increase in attendance overall.