



## Helenswood Academy

### Report on the Impact of Pupil Premium 2013-2014

October 2014

#### Purpose of Pupil Premium (PP)

- 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.
- Pupil Premium is allocated to schools and is clearly identifiable. Each school is able to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. This will be viewed in RaiseOnline which will be published in December 2014. From September 2012 schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

#### • Key facts

1. The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.
2. The level of the premium in 2013-2014 was £900 per pupil for pupils eligible for free school meals (FSM) and for pupils in care who have been continuously looked after for six months. This has increased to £900 per pupil in 2013-14 and will increase again to £1300 per pupil in 2014-15
3. The Pupil Premium was introduced in April 2011, and paid to local authorities by means of a specific grant based on January 2011 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children looked after data returns (SSDA903).
4. Local authorities (LA) are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll. Helenswood School has a number of LAC students, from a variety of LAs. The Designated Teacher i/c LAC (Trevor Jarman – Deputy Headteacher) has the responsibility of ensuring that the pupil premium allocation for each LAC is used to support the outcomes of each LAC.
5. The Government decided in 2012-2013 that eligibility for the Pupil Premium should be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years.

6. Up to £50m of the £1.25bn will be used to support a Summer School programme to help the most disadvantaged pupils make the transition from primary to secondary school. This approach received the highest support in the recent consultation with 44% of those responding backing its introduction.
7. Helenswood Academy ran a transition Summer School in summer 2014 for those students who needed support in making the transition from primary to secondary school. At the point of report writing the impact of the summer school has been evaluated by the provider: Education Future Trust, and a copy of the report is annexed with this report. However, in addition it is necessary to evaluate the long term impact of this provision, and so it will be further evaluated at the end of Term 2: 2014-2015.

- **Allocation of Pupil Premium Funding in 2013-2014:**

<b>2013-2014 Spending</b>	<b>Cost</b>
<b>Total Allocation 2013-2014</b>	<b>£275, 400</b>
<b>Total spend 2013-2014</b>	<b>£309, 226.20</b>
<b>Curriculum and Staffing</b>	
Pastoral Managers x 6	£119,157.06
Maths Mastery (Year 1)	£6,200
Software and resources in room 12	£750
Dyslexia screening costs	£900
Reward programme	£4500
Easter revision costs	£1520
Made.com revision workshops and motivation	£3582
Intensive Maths revision (external)	£9600
Intensive literacy intervention:	
• Teaching assistant (TWI)	£4324
• Literacy Catch up tutor (CKI)	£27,656
• One to one tuition (Literacy)(LWI)	£3,730.70
• One to one tuition (Numeracy)(HMA)	£7,467.05
Additional Capacity to SLT to improve whole school attendance (MMC)	£15605.37
CPD training for Pastoral managers and inclusion team (OLE programme 2013-2014)	£3,200
Inclusion lead to support improvements in literacy catch up and T&L for inclusion (NNI)	£18,957
ESBAS allocation of EWO	£7000
Student Liason Officer from Term 6	£2164.02

The CELT provision for vulnerable students	
<ul style="list-style-type: none"> <li>Inclusion Manager (TPR)</li> <li>Inclusion Teaching Assistant to support reintegration of students</li> </ul>	<p>£20,114</p> <p>£43,24</p>
Summer School 2014	£5500
Additional curriculum interventions for identified students:	
<ul style="list-style-type: none"> <li>College provision</li> <li>Alternatives e.g. The Bridge</li> <li>Breakfast Club for Y11 students throughout exam period</li> </ul>	<p>£41,620</p> <p>£380</p> <p>£975</p>

### Impact of the Allocation of Pupil Premium in 2013-2014

For the purposes of this report I will focus on the outcomes for Y11 students in 2013-2014.

#### 5.1: Attendance

The table below suggests that there has been a big improvement on attendance in every year group from the following year.

Year	Attendance T1-T6		
	2011-2012	2012-2013	2013-2014
<b>7</b>	95.3%	94.8%	96%
<b>8</b>	94.1%	94.6%	94.6%
<b>9</b>	92.9%	93.3%	94.5%
<b>10</b>	91.6%	90.8%	94.1%
<b>11</b>	93.9%	92.8%	94.8%

#### 5.2: Behaviour for learning:

- Of the 26 fixed periods of exclusion which resulted in students being sent to the Exclusion Room (ER) in 2013-2014; 13 of the students receiving these days of exclusion were in receipt of free school meals, and therefore pupil premium funding.
- This represents 56.5% of fixed period exclusions (not external to school) undertaken by students in receipt of pupil premium. This is 1% drop in the rate of exclusions from PP students from 2012-2013.
- There were 26 incidents in the exclusion room, 23 pupils so 56.5% in 2013-2014. This is a reduction from 2012-13 which had 86 incidents in the exclusion room, 75 pupils so 57.5%.

- Students who are those most vulnerable of learners have been supported to improve their outcomes through the use of identified alternative provision. In 2013-2014 this has included:
  - College pathways (Bexhill High School; Bexhill College; Plumpton College; Rye Studio School; )
  - External agency support e.g. ESBAS, Education Futures Trust,
  - Alternative providers e.g. Eggtooth

### 5.3 Attainment and Progress –

Group Details		All Subjects				English i GCSE					English Lang					Maths A				
Name	Pupils	APS	APS (cap)	5 A* to C	5 A* to C E/M	Entries	% A* to C	APS	Residual	Distribution	Entries	% A* to C	APS	Residual	Distribution	Entries	% A* to C	APS	Residual	Distribution
SEN NO	170	394.18	328.21	68.24 %	60.59 %	87	43	33.7	-0.47	0.74	3	100	44	0.24	0.48	81	67	37.38	-0.37	0.66
FSM NO	185	378.58	317.44	65.41 %	56.22 %	100	40	32.16	-0.54	0.83	57	95	47.19	0.07	0.57	168	70	39.17	-0.43	0.76
PPI YES	66	270.23	245.44	39.39 %	30.30 %	48	35	28.62	-0.54	0.89	83	94	46.46	0.01	0.52	180	66	37.49	-0.52	0.86
PPI NO	150	391.98	324.65	68.67 %	60.00 %	75	37	32.19	-0.59	0.82	28	93	45.57	-0.01	0.41	60	47	31.57	-0.58	0.96
SEN P+S	13	141.15	141.15	7.69 %	7.69 %	9	22	18.22	-0.71	1.2	56	93	46.68	-0.01	0.57	58	47	31.38	-0.64	0.95
FSM YES	31	212.74	199.06	25.81 %	19.35 %	23	22	24.87	-0.72	0.93	73	93	46.11	-0.07	0.48	11	9	20.73	-0.71	1.19
SEN ALL	46	209.18	197.84	28.26 %	15.22 %	36	22	23.78	-0.83	1.12	2	100	43	-0.1	0.36	29	34	25.66	-0.76	1.06
SEN A	33	235.98	220.17	36.36 %	18.18 %	27	22	25.63	-0.87	1.09	25	92	44.8	-0.13	0.43	41	27	22.24	-1.09	1.4

From this table it can be seen that:

- In GCSE English IGCSE, the gap between FSM and non FSM is -0.18.
- In GCSE English Lang, the gap between FSM and non FSM is 0.
- In GCSE Maths the gap between FSM and non FSM is -0.28
- We have narrowed the gap in 2014 between the GCSE outcome of disadvantaged and advantaged students (where disadvantaged students are those in receipt of pupil premium).
- The progress gap has been narrowed by 4% in GCSE English from 2013 and 2% in GCSE Maths from 2013.

The table below shows the four year trend between progress of disadvantaged students and advantaged students:

English					Gap			
	2010-11	2011-12	2012-13	2013-14	2010-11	2011-12	2012-13	2013-14
Disadvantaged	52	41	53	47	12%	34%	18%	14%
Other	64	75	71	61				
Maths								
	2010-11	2011-12	2012-13	2013-14	Gap			
Disadvantaged	39	61	53	42	2010-11	2011-12	2012-13	2013-14
Other	64	82	68	65	25%	21%	15%	13%

- 92% of pupil premium students achieved expected progress in GCSE English Language in 2014.
- 35% of pupil premium students achieved expected progress in GCSE English IGCSE in 2014.
- 47% of pupil premium students achieved expected progress in GCSE Maths in 2014
- At the end of Y8, current Y9 Pupil Premium (PP) students were on track to achieve 66% level 5+ in English and 61% Level 5+ in Maths. Non PP students were on track to achieve 90% level 5+ in English and 82% level 5+ in Maths. The gap between PP students and all students in English is 24% and Maths is 21%.
- The current Y11 PP students achieved 46% A\*-C in English and 33% A\*-C in Maths at the end of Y10 compared to the non pupil premium students 79% in English and 60% in Maths.

## Pupil Premium 2014-2015:

**6.1: Income 2014-2015: £275,400**

<b>2014-2015 Spending Plan</b>
<b>Curriculum and Staffing</b>
Pupil Premium Champion – Lead Practitioner Leadership Role
Pastoral Managers x 6
Maths and English revision sessions <ul style="list-style-type: none"><li>• Study skills</li><li>• Easter Revision School</li></ul>
Intensive literacy intervention: <ul style="list-style-type: none"><li>• Literacy Catch up tutor (CKI)</li><li>• One to one tuition (Numeracy)(HMA)</li></ul>
Curriculum Development: <ul style="list-style-type: none"><li>• English Mastery – additional staffing and resources (Year 1)</li><li>• Maths Mastery – additional staffing and resources (Year 2)</li><li>• Prep Club – additional staffing and resources</li></ul>
CPD training for Pastoral managers and inclusion team
Mental health support service for identified students through Inclusion Panel: <ul style="list-style-type: none"><li>• Place2Be</li></ul>
Inclusion lead (EPO)
ESBAS services to schools agreement: <ul style="list-style-type: none"><li>• Allocation of EWO</li><li>• Additional behaviour support for identified students from Inclusion Panel</li></ul>
Reward Strategy 2014-2015: <ul style="list-style-type: none"><li>• Additional allowance for students who are not able to participate because of cost of reward trip summer 2015</li></ul>
Student Liaison Officer (NPI)

**Summer School 2015:**

- Incentive for improved attendance of uniform allowance for September 2015

**Additional curriculum interventions for identified students:**

- College provision
- Alternatives e.g. The Bridge, Eggtooth, Entertainment Workshop (Rye Studio School) etc.
- Breakfast Club

**Inclusive Learning Support:**

- Access to Language, Learning and Support Service (ESCC) to support identified students
- Access to Educational Psychologist (ESCC) to support identified students
- Dyslexia screening strategy for all students

**Pupil Premium Data: September 2014**

	Total no. of pupil premium pupils/total number of pupils	% of year group in receipt of pupil premium funding	English		Mathematics		Below Level 4 on Entry			
			PP Students' levels of progress	All students' levels of Progress	PP Students' levels of progress	All students' levels of Progress	English		Mathematics	
							No. of students	Levels of progress	No. of students	Levels of progress
Year 7	50/137	36%					15		16	
Year 8	73/176	41%	1.67	1.84	3.21	3.39	28	2.18	30	1.8
Year 9	57/170	33%	3.39	3.71	3.13	3.95	30	4.33	35	2.43
Year 10	65/207	31%	5.15	5.75	4.9	5.91	31	7.02	57	5.48
Year 11	52/213	24%	7.36	8.67	6.24	7.34	40	6.24	50	6.02

**Rubric:**

- The levels of progress are sub levels.
- Students are measured from KS2 sub levels to the end of the previous year (Term 6) which are also sub levels; the exception being Y11 which being GCSE predictions are full levels.



## **Conclusion:**

- It is clear from the data and the fact that the gap is narrowing (2013-2014) that the appointment of Pastoral Managers for all year groups can be seen to have had a positive impact on the attendance and attainment of all students at Helenswood Academy. In addition to this, the academy has invested in over staffing in the English and Maths Faculties. This has allowed for team teaching and small group intervention.
- The use of Alternative Provision to support some of our most vulnerable students in 2013-2014 has ensured that 88% of students have moved to education or employment; with 1 student taking maternity leave in advance of continuation in education. 92% of the alternative education students obtained a level 2 qualification; 97% of all Helenswood students in Y11 in 2013-2014 achieved level 2 qualifications. We have also seen a decrease in the % of PP students receiving an internal exclusion.
- We will continue to make use of Alternative Provision and external agency support to support those students who are in receipt of pupil premium, and are at risk of exclusion from school.
- We continue to measure the impact of one to one tuition on improvement of student outcomes; it is one of a range of interventions which are used to support improved students performance. The most effective intervention continues to be outstanding teaching and learning, where lessons are planned using a thorough knowledge of student data.

Lucy Monk

Principal

October 2014