



**Ark Helenswood Academy**  
**Pupil Premium Report: 2014-2015**

**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 2014-2015 was £1300 per pupil
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 Academy had 9 LAC students in 2014-2015, from a variety of LAs. The Designated Teacher i/c LAC (Nick Burchell – Lead Practitioner) 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 2015 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 yet to be evaluated by the provider: Education Future Trust. Governors will be forwarded a copy of the impact report as soon as it is available to the academy.

### Executive Summary of Pupil Premium Outcomes 2014-2015

#### Year 11 GCSE Summer 2015:

	2014	2015
PPI within school gap 5 A*-C incl En & Ma	26%	28%
PPI within school gap A*-C Eng	20%	31%
PPI within school gap A*-C Maths	24%	29%
PPI within school gap 3+LP Eng	15%	26%
PPI within school gap 4+LP Eng	16%	8%
PPI within school gap 3+LP Ma	22%	34%
PPI within school gap 4+LP Ma	11%	13%

- The within school attainment gap between PPI and non-PPI Y11 students increased in summer 2015 by 2%. However, as the overall school attainment improved significantly in summer 2015 this does indicate an overall improvement in the outcomes for PPI students. It is never the less disappointing that the in school gap has increased.
- The attainment gap increased most dramatically between PPI and non-PPI students in English. The gap is particularly noticeable in those students who were LS on entry to the academy, where insufficient progress was made between Years 7 and 11.
- The targeted use of the one to one tutor in GCSE Maths can be seen to have had a more demonstrable impact in ensuring that whilst the overall within school attainment gap in maths increased (+5%), a greater number of PPI students achieved a C grade or above in maths (overall attainment improved in GCSE Maths in summer 2015)
- The most notable improvements in reduction of within school gaps can be seen in overall attendance (overall reduction in gap over 3 years) and rates of persistent absence (overall reduction in PA%). This can be attributed to targeted use of within school attendance tracking strategies and the targeted use of Home School Liaison Office and ESBAS attendance support to ensure that PPI students who are PA are supported to return to the academy.
- Other notable success in reduction of within school gaps in performance can be seen in Year 7 English. Significant recourse and expertise was deployed to the introduction of the English Mastery curriculum in 2014-2015. This can be seen to have had a huge impact in improvement in achievement in English by the end of the academic year (see table below).
- It is noticeable that this has not been matched by the same improvement in maths, and this has been addressed immediately in 2015-2016 by the deployment of an HLTA in Numeracy catch-up, with one to one and small group catch up lessons for students to supplement the improvements already made through the use of Maths Mastery curriculum.
- Overall the introduction of a Pupil Premium Champion in 2014-2015 had some limited success, and this is being increased and improved by the addition of a non-teaching SENCO to our staff team this year. Pupil Premium students will be part of the responsibility of the new role, and we anticipate building on the green shoots of success to address the within school gap which requires improvement.

**Data Analysis:**

Academic Year	Pupil Premium Funding Received	Year 7 Literacy & Numeracy Catch up Premium	Transition Summer School Funding Received
2013-2014	£275,400	£17,500	£9,750
2014-2015	£291,372	£18,051	£6,250
2015-2016	£289,403	£18,500	

	2013-2014		2014-2015		2015-2016	
% of FSM pupils	17.4%		17.4%		18.8%	
Number of FSM pupils eligible for PP	@£900	299	@£935	307	@£935	310
Number of LAC eligible for PP	@£900	1	@£1900	2	@£1900	2
Number of service children eligible for PP	@£300	0	@£300	0	0	0
<b>Totals:</b>		300		309		312

### Where are the gaps in Year 11?

<b>Year 11: Indicator</b> (using data from RAISEonline for 2013 and 2014, and school outcome data for current Year 11. Definition of PP for this purpose is any pupils for whom PP is paid; Ever6FSM, CLA and service children)	<b>2013 gap between PP and non-PP</b>	<b>2014 gap between PP and non-PP</b>	<b>2015 gap between PP and non-PP</b>	<b>Comments</b>	<b>2016 predicted outcome for PP</b>	<b>2016 predicted outcome for non- PP</b>	<b>2016 predicted gap (% and no. of pupils)</b>
Attainment – % 5+ A*-C passes including English and mathematics	-17	-26	-28	+2 gap increase			
Attainment – average points score in English	-6.4	-8.5	-8.2	-0.3 gap decrease			
Attainment – average points score in mathematics	-6.6	-8.6	-11.3	+2.7 avg point score gap increase			
Attainment – average points score (best eight GCSEs including equivalents)	-47.2	-79.3	-81.4	+2.1 avg point score gap increase			
Achievement – expected progress in English %	-28	-15	-26	+11% gap increase in students making expected progress in English			
Achievement – more than expected progress in English	-12	-16	-8	-8% gap decrease in students making more than expected progress in English			
Achievement – expected progress in mathematics %	-23	-22	-35	+13% gap increase in students making expected progress in maths			
Achievement – more than expected progress in mathematics	-18	-11	-13	+2% gap increase in in students making more than expected progress in maths			
Achievement – value-added score (best eight GCSEs including equivalents)	-44.7	-54.5	-50.9	-3.6 decrease in gap			

Attendance	-6.58	-3.46	-5.08	Overall decrease in the gap in attendance in 3 year trend (reduced by 1.5%)			
Persistent absence	-12.49	-5.13	-2.06	Overall decrease in the gap in PA (reduced by 10.43%)			
Fixed-term exclusions (FTE)	-0.20	-0.99	-4.83	Overall increase in % of PPI students receiving a FTE (increased by 4.63%)			

**Where are the gaps in other year groups?**

What does your data analysis tell you about the relative attainment and achievement of PP and non-PP pupils for each year group? Are there any gaps? To what extent are gaps closing compared with previous years' data?									
Subject:	English			Maths			Any other significant gaps? (Name subject)		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Year 7 % Level 4+	100	100	0	85	96	-11			
Year 8 % Level 5+	75	88	-13	68	73	-5			
Year 9 % Level 6+	44	68	-22	45	70	-25			
Year 10 5A*-C including Eng and Maths – Working at Grades July 2015	34	44	-10	35	48	-13			

**Any comments about LAC and service children?**

	No. in school:	Comment on predicted outcomes in 2016 and any gaps. Consider attainment, progress, attendance and exclusions.
<b>Looked after children</b>	10	3 students in Y11.  One in three of these students are predicted to get 5A*-C including English and Maths with a second very close to securing this at the point of writing the report (5 <sup>th</sup> October 2015).
<b>Service children</b>	0	None

**Planning and Evaluation 2014-2015**

Pupil premium used for:	Amount allocated (£) to the intervention/action	Is this a new / continued activity?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Pupil Premium Champion – whole school leadership role	£7,138 £2,530	New activity: September 2014	PP Champion appointed  Purchase of the PP Intervention handbook to support increased expertise in the	To raise awareness of pupil premium students and their needs.  To provide a framework to organise the PP Champion's	Regular line management with member of SLG  PP Accreditation from Inclusion Manager	See Executive summary above. As a result of this activity the overall within school gap increased, but it was recognised that insufficient data tracking and monitoring of PPI groups took place within the academy in

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			academy  Allocation of 2 days ESCC Lead support for PP Champion	efforts.  To provide an independent assessment of the work of the PP Champion	ESCC Lead Reports	2014-2015.  As a result of this action we have a revamped pupil premium action plan which includes closer monitoring of data, tracking of individual students and greater accountability of all staff.
Pastoral Managers x 5 (Y7-Y11)	£138,044	Continued	Non-teaching heads of year to support improved attendance, behaviour and attainment in each year group, particular focus on PP students	Pastoral Managers will track PP students closely and proactively engage interventions if they require it.	Evidence of tracking of behaviour, attendance and attainment.  Regular LM meetings with member of SLG	End of year impact: overall within school gap increased in 2015.  3 year gap decreased by -1.5%.  As a result of this the Pastoral Manager role was removed at end of 2014-2015 and has been replaced by HOY.  As a result of this action we have improved the data tracking of attendance, behaviour and attainment of PP students along with the interventions put in place to support them if they

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						needed it
Assistant Principal: Standards (Future Leader)	£12,935	New role September 2014	Leadership role to improve targeted use of data to improve tracking and use of data to support student outcomes	WAR Boards will be a clear communication tool to allow staff to identify who PP students are and what interventions are required to support them to achieve individually and as a group.	Regular reporting to principal.  Data review.	See Executive Summary above.  As a result of this action all staff, and particularly KS4 staff, will be more able to quickly and easily identify PP students who require intervention.
Maths & English GCSE Revision Sessions	£5,000	Continued	Weekly revision sessions for targeted students  Additional Saturday school for targeted students  Easter revision school for targeted students  May half term for	Targeted support for PP Students who need it if they are to achieve their full potential.	Data outcomes.	See Executive Summary above.  All gaps increased, with the smallest increase being seen in 4LP in English. The largest increase was in A*-C in English. It was recognised that as a result of insufficient in year progress for PPI students in Y7-Y10, whilst overall attainment improved, they were unable to make sufficient progress by the end of



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			targeted students			<p>year 11.</p> <p>As a result of this action identified students have been targeted for support to ensure that their GCSE grades meet expected attainment and progress targets.</p>
Intensive literacy & numeracy intervention	£16,730	Continued	<p>Literacy HLTA to support reading recovery catch up</p> <p>Numeracy QTS tutor to support targeted students in Y11</p>	Targeted specialist support in literacy and numeracy for PP students who need it if they are to achieve to their best potential.	Data research groups will show the effectiveness of these interventions.	<p>See executive summary.</p> <p>As a result of this action the within school gap is decreasing in all year groups in KS3. However, it did not have sufficient impact for those students in Y11 2015..</p>
Curriculum development	£4,700	Continued	<p>English Mastery programme (Year 1): additional staffing &amp; resources</p> <p>Maths Mastery (Year 2): additional staffing &amp; resources</p>	Focus on Y7 and Y8 to close the gap early and avoid the need for later 'emergency' catch-up measures.	Data outcomes.	As a result of this action the gap decreased significantly in Year 7 (no gap exists at all for those students working at Level 4+;). This action had an impressive impact: the combination of very directive teaching of a curriculum for all learners; combined with an intensive

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			Prep Club (after school homework club) : free to parents/carers; additional staffing resource to 4.20pm every night to support homework at LS and US		Registers	catch up programme has removed the gap which existed on entry to the academy.  Focusing on closing the gap early on will have a knock on benefit in later years as less emergency catch-up will needed at KS4. As a knock-on it will be possible to identify and focus on key KS4 students who do require ongoing support.
Mental health provision	£23,832	New; commenced September 2014	Commissioned 3 days per week of Place2Be	To promote the emotional wellbeing of PP students in order that they are settled, feel safe and able to learn.	Short termly reports to leadership.	As a result of this action attendance is improved in Y7 & Y8 2014-2015. The gap has decreased in these year groups; overall 3 year trend is an improvement in decreasing the attendance gap between PPI and non-PPI students.
Inclusion Lead Practitioner	£51,678	New: commenced September 2014		EPO	EPO	See executive summary. The lack of a 100% commitment to SEND resulted in all gaps increasing in 2014-2015.

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						As a result of this action a full-time SENCo has been employed from September 2015.
ESBAS support for EWO & Behaviour support	£12,000	Continued	Allocated EWO for Helenswood Academy from ESCC  Allocation of behaviour support teacher	To support PP students and their families with attendance issues so that they are more often in school learning.	Attendance data	The gap between PPI and non-PPI students decreased in Year 7 and 8 as a result of this early intervention.
Reward Strategy for improved attendance	£2,000	New: commenced September 2014	Allocation of financial resource for those students unable to fund the reward trip: summer 2015	End of Year trips as incentive for student attendance.	Attendance figures plus numbers on trips.	As a result of this action attendance of PPI students has improved per data. Students in school are learning and their outcomes will be enhanced.
Home Liaison Officer	£10,638	Continued (commenced summer 2014)	Allocation of 4 hours per day of TA to visit homes of PA students		Request a summary list.	As a result of this action attendance of PPI students has improved per data. Students in school are learning and their outcomes will be enhanced.
Summer School 2015	£875	Continued	Allocation of voucher to redeem school blazer for any PP student achieving 100%	To provide an incentive for vulnerable PP students to attend summer school which	Report to PP Champion in September.	96% attendance for 3/5 days (26/27 students)

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			at Summer School 2015	will support their transition from Y6 and increase their opportunity for success in Y7.		92% attendance for 2/5 days (25/27 students)  Full impact to be evaluated at the end of term 1 2015-2016 (impact on longer term attendance and behaviour in the academy) however this is the most improved attendance at summer school in the last 3 years.
Alternative provision entitlement	£5,000	Continued	Allocation of resource for those PP students who are at risk of permanent exclusion:  E.g. Bexhill College, Sussex Coast College, Entertainment Workshop, YMCA; this may include uniform & equipment requirements & travel (allocation made on	To enhance the curriculum offering for vulnerable students.	Data outcomes – attainment, behaviour, attendance.	As a result of this action students at risk of exclusion have remained on roll.  Summer 2015: 99.1% of students achieved 1 A*-G grade in English and/or maths

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			individual basis)			
Inclusion Support Strategy	£4,360  £750  £1,800	Continued & new  (Dyslexia screening strategy new in September 2014)	Allocation of EAL teacher  Allocation of ESCC LLSS  Allocation of ESCC Ed Psych  All students in Year 7 dyslexia screened in September 2014  Provided support for Ark Little Ridge and Ark Blacklands dyslexia screening 2014-2015	To support PP EAL students access the curriculum and increase independence.  To support vulnerable students and identify intervention strategies to care for their emotional wellbeing.  To allow for early adjustments for dyslexic students & therefore prevent the gap from widening.	Request impact report.  Request Ed Psych update from EPO  Screening test results – support initiated.  Request a report from LR.	As a result of this action EAL students have achieved 54% A*-C inc Eng and Maths. 73% of students achieving a C or better in Eng, and 54% achieving a C in Maths. 100% of those that we have KS2 data for making 3 levels of progress in English.  EAL support next year will transfer to an academy teacher.  Dyslexia screening will continue in 2015-2016 with training delivered by Ark Schools
<b>Total allocation</b>	£300,010					

**What are the areas of strength identified in data?**

- It is clear that early intervention strategies have made an impact in improving progress for PPI students:
  - English and Maths mastery curriculum in KS3 have made a clear improvement in narrowing the progress gaps between PPI and non-PPI students
  - Place2Be and use of ESBAS workers to improve attendance and behaviour in KS3 have made a clear improvement in narrowing the progress gaps between PPI and non-PPI students

**What are the areas for development identified in data?**

- It is clear that in order to address attainment and progress gaps for those students who have not been in receipt of mastery curriculum in KS3 and pastoral support for attendance and well-being in KS3 that there is a need to:
  - Improve the tracking and monitoring of those students in receipt of PPI in Years 10 and 11 in 2015 -2016 (AIP 4.1)
  - Ensure that there is good and targeted use of interventions in Years 10 and 11 in 2015-2016, including achievement, attendance and behaviour (AIP 2.1, 2.2, 2.4, 3.1, 3.2)
  - Ensure that the full-time SENCo post in 2015-2016 is given sufficient support and training to make an impact on those students in Years 10 and 11
  - Make the best and most effective use of the new Heads of Year posts to track achievement in order to address attendance and behaviour concerns as soon as possible (AIP: 1.2).
  - Make the best and most effective use of the new Heads of Faculty posts to ensure that all Heads of Faculty are tracking and monitoring the progress of all groups of students within the academy; and making the most effective use of the co-planning CPD time on Wednesday afternoons throughout the school year in order to plan in class intervention strategies (AIP 1.1, 2.1)
  - To make even more effective use of tracking data on a termly basis to ensure that wave 2 intervention strategies are targeted at the groups of students who have the greatest need (AIP 1.1, 4.1, 4.2)
  - Improve the overall quality of teaching in the academy – in particular to ensure that all teachers check for understanding of learning in lessons before they move on, so that all students can access the curriculum confidently so that learning never slows down (AIP 2.2); and that all teachers focus on the quality and accuracy of students’ writing and application of numeracy skills in all lessons (AIP 2.4)

**How are these reflected in the academy improvement plan (AIP) and in planning and evaluation tool?**

- All above actions are listed in the academy improvement plan (see above), and in particular:

- AIP 4.1: To raise standards and progress for every disadvantaged student by checking regularly that they make at least the same progress as others; and by intensifying the support students with low standards on entry to the academy.
- AIP 4.2: To raise standards and progress for all Year 11 students in all areas of the curriculum. In school variation must be eradicated between all subject areas.

**Pupil Premium Planning 2015-2016:**

Pupil premium used for:	Amount allocated (£) to the intervention/action	Is this a new / continued activity?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Handbook	£5,000	Continued	<p>Purchase of extension of the PP Intervention handbook to support increased expertise in the academy</p> <p>Allocation of 2 days ESCC Lead support for PP Champion</p>	<p>To raise awareness of pupil premium students and their needs.</p> <p>To provide a framework to organise the PP Champion's efforts.</p> <p>To provide an independent assessment of the work of the PP Champion</p>	Regular reports to SLG.	

Portion of HOY salaries (average across school) 26%	£72,293	New and Continued	To support improved attendance, behaviour and attainment in each year group, particular focus on PP students. Teaching HOY will be best qualified to identify academic interventions required to close the attainment gap for PP students.	HOYs will track PP students closely and proactively engage interventions if they require it.	Review of PP progress via data and at termly meetings.  Records.	
Portion of SENCO salary – 26%	£15,022	Continued	PP Champion now SENCO but continues with PP role.	Overview of focus on PP students behaviour, attendance and attainment. Structured conversations with HOFs and HOYs.	Regular reporting to SLG.  PP Handbook.	
Revision sessions	£10,000	Continued	Weekly revision sessions for targeted students  Additional Saturday school for targeted students  Easter revision school for targeted students  May half term for targeted students	Targeted support for PP Students who need it if they are to achieve their full potential.	Data outcomes  Registers	



Literacy intervention	£9,471	Continued	Literacy tutor to support reading recovery catch up	Targeted specialist support in literacy and numeracy for PP students who need it if they are to achieve to their best potential.	Data outcomes	
Numeracy intervention	£6,710	continued	Numeracy tutor to support targeted students in Y11	Targeted specialist support in literacy and numeracy for PP students who need it if they are to achieve to their best potential	Data outcomes.	
Curriculum development	£11,631  £19379	Continued	English Mastery programme (Year 2): additional staffing & resources  Maths Mastery (Year 3): additional staffing & resources	Focus on Y7 and Y8 to close the gap early and avoid the need for later 'emergency' catch-up measures.	Tracking of student achievement through termly data capture; with clear action to address underperformance immediately.	
Homework club	£7,661	Continued	Homework Club (after school homework club) : free to parents/carers; additional staffing resource to 4.20pm every night to support homework at LS and US	To support students with organizational skills, raise quality of homework and to avoid defaults.	Registers  Student voice.  Faculty feedback.	
Mental Health –	Nil (2015-2016 to be	Continued	Commissioned 3 days	To promote the emotional wellbeing of	Termly report from provider	

Place2Be	externally funded)		per week of Place2Be	PP students in order that they are settled, feel safe and able to learn.	Data tracking of those students in receipt of provision to evaluate the level of engagement.  Student voice.	
ESBAS	£7,000	Continued	Continued allocated EWO for Ark Helenswood Academy from ESCC  Allocation of behaviour support teacher	To support PP students and their families with attendance issues so that they are more often in school learning.	Tracking of student achievement and engagement. Targeted actions to address any underperformance immediately.	
Reward Strategy	£1,478	Continued	Allocation of financial resource for those students unable to fund the reward trip: summer 2015	End of Year trips as incentive for student attendance.	Tracking of student engagement to ensure equity of distribution of rewards  Student voice.	
Home School Liaison Manager - HSLM – 26% of 50% allocation to Ark Helenswood	£13,167	New	Work with vulnerable students and families to improve attendance and engagement with academy.	To improve student and parental engagement.	Data of students in receipt of home visits and/or one to one work	
SASSY Programme	TBC (will have some external funding from ESCC)	Continued	Small group work at KS4 with vulnerable students.	To improve self-esteem and focus on prevention of unwanted pregnancy.	Student feedback.  Data.	
KS4 Mentoring	£5,000	New	Focus on SEND/PP Crossover students – offering a named adult	To improve student and parental engagement, raise	Tracking of student achievement and engagement	

			to support them with organisation and other skills at home and at school.	aspirations of students and improve their organizational skills.	Termly meetings with mentors.	
Summer School 2016	TBC in 2015-2016	Continued	Allocation of voucher to redeem school blazer for any PP student achieving 100% at Summer School 2015	To provide an incentive for vulnerable PP students to attend summer school which will support their transition from Y6 and increase their opportunity for success in Y7.	Provider report.  Data tracking in 2016-2017 to ensure that all students maintain good attendance and engagement.	
PPI Tea Parties	£2,000	New	PP parents and carers to be invited into school for a positive showcase of their child's work plus presentations around identified key issues including raising aspirations.  Incentive for attendance – jumper/shoes etc.	Improved parental engagement	Student and parent voice.	
Alternative Provision	£10,000	Continued	Allocation of resource for those PP students who are at risk of permanent exclusion:  E.g. Bexhill College, Sussex Coast College,	To enhance the curriculum offering for vulnerable students.	Termly tracking of achievement and attendance data (AOA)	

			Entertainment Workshop, YMCA; this may include uniform & equipment requirements & travel (allocation made on individual basis)			
Inclusion Support EAL	£10,766	New & continued  In house EAL tutor  Additional EAL requirements for mother tongue GCSE qualifications from ESCC	In-house EAL tutor to work with non-English speakers 1:1 and in small groups.	To support students to access the curriculum, transition into HWD and gain mother tongue GCSEs. To facilitate home/school communication with parents who don't speak English.	EAL report.  Termly tracking of achievement data.  Student and parent voice.	
Speech and Language work with Ark Little Ridge	TBC	New  Access to S&L support for identified students  Training for all teachers to ensure in class engagement	Plan to forge links with speech and language centre at Ark Little Ridge.	So that we can better support these needs at HWD.	TBC	
Villiers Park	£7,500	Continued	Mentoring programme including residential opportunities focusing on High Achieving PP students – first generation university – working to raise	To support these students to aim high and achieve higher.	Provider report.  Termly tracking of achievement and engagement data	

			aspirations.			
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