



Helenswood Academy

Report on the Impact of Pupil Premium 2012-2013

October 2013

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 2012. 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 2012-2013 was £600 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 that eligibility for the Pupil Premium in 2012-13 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 2013 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 is being evaluated (it is important to measure the attendance, attainment and progress of students in Y7 in relation to their end point in Y6 to measure impact. This data will be available at the end of term 2 2013-2014).

• **Allocation of Pupil Premium Funding in 2012-2013:**

2012-2013 Spending	Cost
Total Allocation 2012-2013	£200,301
Total spend 2012-2013	£297,631
Curriculum and Staffing	
Pastoral Managers x 6	134,368
Additional Maths teachers for additional curriculum time	13,036
Additional English teachers for additional curriculum time	13,036
Intensive literacy intervention:	
• Teaching assistant (AHA)	14,537
• Literacy Catch up tutor (CKI)	26,621
• One to one tuition (Literacy)(LWI)	
• One to one tuition (Numeracy)(HMA)	1,323
Additional Science staffing for additional curriculum time	
Literacy lead on SLT (KPA)	7,162
ESBAS allocation of EWO	£33,000
The Lodge provision for vulnerable students	
• Inclusion Manager (TPR)	19,990
• Inclusion Teaching Assistant to support reintegration of students	13,880
Additional resources/teaching time	
Purchase of Numbershark to support dyscalculic students	138
Purchase of tablets to support access to Maths	2,993

Cost of Easter revision school: 2013	2,500
Forest School Summer School 2013	3,450
Breakfast Club during: <ul style="list-style-type: none"> • Mock examination period (December 2012) • GCSE exam period (May-June 2013) 	200
Additional catch up sessions for KS3 students (English and maths)	
Additional curriculum interventions for identified students: <ul style="list-style-type: none"> • College provision • Alternatives e.g. The Bridge 	6,397 5,000

Impact of the Allocation of Pupil Premium in 2012-2013

For the purposes of this report I will focus on the outcomes for Y11 students in 2012-2013.

5.1: Attendance

Year	Attendance T1-T6		Attendance T1-T6
	2010-2011	2011-2012	2012-2013
7	94.2	95.3	94.8%
8	92.5	94.1	94.5%
9	91.9	92.9	93.3%
10	91.8	92.5	90.9%
11	91.2	93.9	93.7%

5.2: Behaviour for learning:

- Of the 93 fixed periods of exclusion which resulted in students being sent to the Exclusion Room (ER) in 2012-2013; 29 of the students receiving these days of exclusion were in receipt of free school meals, and therefore pupil premium funding.
- This represents 54.4% of fixed period exclusions (not external to school) undertaken by students in receipt of pupil premium. This is a 21% drop in the rate of exclusions from PP students from 2011-2012.

- Students who are those most vulnerable of learners have been supported to improve their outcomes through the use of identified alternative provision. In 2012-2013 this has included:
 - College pathways (Bexhill High School & Bexhill College)
 - External agency support e.g. ESBAS, Education Futures Trust, Equine Affinity:
<http://equineaffinity.co.uk>
 - Alternative providers e.g. Tomorrow's People

5.3 Attainment and Progress –

Group Details		All Subjects				English Lang					Group Details		Maths			
Name	Pupils	APS	APS (cap)	5A* to C	5A* to C E/M	Entries	% A* to C	APS	Residual	Distribution	Name	Entries	% A* to C	APS	Residual	Distribution
G&T	62	553.42	387.74	100.00 %	88.71 %	61	97	45.51	0.03	0.5	G&T	62	92	43.77	-0.24	0.64
FSM NON	184	478.67	352.10	90.76 %	59.24 %	154	84	42.57	-0.03	0.52	FSM NON	183	67	38.33	-0.51	0.84
SEN NON	179	487.40	356.49	93.30 %	62.57 %	156	85	42.73	-0.03	0.52	SEN NON	178	70	39.29	-0.44	0.76
FSM	30	380.43	296.33	80.00 %	33.33 %	16	62	39.62	-0.21	0.47	FSM	28	39	31.5	-1.03	1.22
SEN Action	20	379.65	303.35	80.00 %	30.00 %	10	70	38.2	-0.21	0.41	SEN Action	19	32	29.05	-1.29	1.55
SEN	35	349.83	281.86	68.57 %	20.00 %	14	57	37.43	-0.23	0.44	SEN	33	24	27.33	-1.35	1.63
SEN Action +	15	310.07	253.20	53.33 %	6.67 %	4	25	35.5	-0.28	0.51	SEN Action +	14	14	25	-1.43	1.74

From this table it can be seen that:

- In GCSE English Language the gap between FSM and non FSM is -0.18, where FSM students do not perform as well as non-FSM
- In GCSE Maths the gap between FSM and non FSM is -0.52, where FSM student do not perform as well as non-FSM.
- We have narrowed the gap in 2013 between the GCSE outcomes of disadvantaged and advantaged students (where disadvantaged students are those in receipt of pupil premium)
- The progress gap has been narrowed by 16% in GCSE English from 2012, and 6% in GCSE Maths from 2012.

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

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

- 70% of students in receipt of free school meals (FSM) achieved expected progress in GCSE English in 2013 against the national average of 72% in 2012.
- 48% of students in receipt of free school meals (FSM) achieved expected progress in GCSE Maths in 2013 against the national average of 73%.
- At the end of Y8, current Y9 Pupil Premium (PP) students were on track to achieve 61% level 5+ in English and 36% Level 5+ in Maths. Non PP students were on track to achieve 72% level 5+ in English and 61% level 5+ in Maths. The gap between PP students and all students in English is 11% and Maths is 25%.
- The current Y11 PP students achieved 53% A*-C in English and 77% A*-C in Maths at the end of Y10 compared to the targets of 72% in English and 75% in Maths.

Pupil Premium 2013-2014:**6.1: Income and expenditure 2013-2014: £275,400**

2013-2014 Spending	Cost
Total Allocation 2013-2014	£275,400
Allocation @ September 2013	£381,092
Curriculum and Staffing	
Pastoral Managers x 6	134,368
Additional Maths teachers for additional curriculum time	14,064
Additional English teachers for additional curriculum time	13,146
Intensive literacy intervention:	
• Teaching assistant (AHA)	14,672
• Literacy Catch up tutor (CKI)	26,149
• One to one tuition (Literacy)(LWI)	2,523
• One to one tuition (Numeracy)(HMA)	3,771
Additional Science staffing for additional curriculum time	
Literacy and Numeracy lead on SLT (KPA)	7,394
Inclusion Lead on SLT (NNE)	35,721
ESBAS allocation of EWO	£33,000
The CELT provision for vulnerable students	
• Inclusion Manager (TPR)	20,114
• Inclusion Teaching Assistant to support reintegration of students	14,367
Additional resources/teaching time	
Purchase of Numbershark to support students with dyscalculia	135
Resources for Maths Mastery 2013-2014	1,028
Additional intervention workshops:	
• English Shakespeare workshops	1,200
• Study Skills workshops	1,500

Additional exam entry requirements to ensure that all PP students achieve A*-C in GCSE English (IGCSE entries)	5,040
Cost of Easter revision school: 2014	5,000
Forest School Summer School 2014	6,250
Breakfast Club during: <ul style="list-style-type: none"> • Mock examination period (December 2013) • GCSE exam period (May-June 2014) 	250
Additional catch up sessions for KS3 students (English and maths) <ul style="list-style-type: none"> • ANI & English team time • KMU & Maths team time 	3,000
Additional curriculum interventions for identified students: <ul style="list-style-type: none"> • College provision (including Plumpton College, Bexhill High School and Bexhill College) • Alternatives e.g. The Bridge 	6,397 5,000
Inclusion Support Team: <ul style="list-style-type: none"> • Attendance sweeps (incl. cost of minibus) • Behaviour Action Plans 	11,000
Inclusive Learning Support: <ul style="list-style-type: none"> • Access to Language, Learning and Support Service (ESCC) to support identified students • Access to Educational Psychologist (ESCC) to support identified students 	6,000
Rewards: <p>Incentives to improve attendance, behaviour and progress for all PP students in 2013-2014</p>	10,000

Pupil Premium Data: September 2013

	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			N/A	N/A	N/A	N/A	26		25	
Year 8	31/175	17.7%	2.60	2.16	0.94	1.54	30	2.93	30	1.17
Year 9	54/215	25.1%	3.59	3.70	3.06	3.53	31	4.10	43	2.98
Year 10	44/211	20.8%	5.66	5.7	4.1	5.20	42	6.03	47	4.17
Year 11	62/217	28.5%	8.33	9.0	7.48	8.66	31	8.55	57	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 that following a year (2011-2012) where the appointment of Pastoral Managers for all year groups could be seen to have a positive impact on the attendance and attainment of all students at Helenswood School; that this has not continued consistently in 2012-2013. This will be addressed by the Vice Principal: Inclusion to ensure maximum impact for all students, including those in receipt of pupil premium funding in 2013-2014.
- The use of Alternative Provision to support some of our most vulnerable students in 2012-2013 has ensured that 99.6% of students have moved to education or employment; with one student taking maternity leave in advance of continuation in education. 99% of Helenswood students in Y11 in 2012-2013 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 2013