

Pupil Premium 16-17 strategic plan for expenditure received

Pupil Premium impact review of expenditure 15-16



Ark Helenswood Academy

Pupil Premium strategic plan for expenditure in the academic year 2016-17

Helenswood Academy has a Pupil Premium Grant allocation of £264, 605 for the coming academic year (in contrast to £276,213 in 15-16). This funding is given with a specific remit of diminishing any differences between disadvantaged students and those who are not disadvantaged. Schools should seek to lessen their in-school differences and also to ensure that their disadvantaged students perform better than non-disadvantaged other students nationally.

Based upon the internal end of year data for Year 10 moving in to Year 11, the summer 2016 results and the 2015 RAISE Online (2016 RAISE not available until November/December), the following is evident:

<p>Historic data (RAISE 2015)</p>	<ul style="list-style-type: none"> • Students in receipt of free school meals have lower attendance and a higher proportion of persistent absentees than those not having free school meals • There are more exclusions of students in receipt of free school meals • Attainment is lower for those receiving free school meals, though 4% higher than those students nationally (5ACENMA) • Attainment in English and Maths in particular shows a significant adverse difference for students receiving free school meals, though the gaps are smaller in the other English Baccalaureate subjects • Progress made from the point of entry is lower than it is for those not in receipt of free school meals • Difference is greatest in English for students with lower Key Stage 2 results upon entry and for those entering with level 5 • In Maths, the difference is greatest for students entering with level 5 at Key Stage 2
<p>Historic data (Summer 2016 results)</p>	<ul style="list-style-type: none"> • Disadvantaged students on average had less eligible subjects counted in the progress 8 measure than non-disadvantaged students did, suggesting a curriculum issue to be resolved • The match of English and Maths was lower for disadvantaged students than those not in receipt of Pupil Premium funding • There are differences that need diminishing for disadvantaged students in progress for both Maths and English • Therefore, the percentage of students attaining target grades in English and Maths is lower for disadvantaged students • There are also differences in other English Baccalaureate subjects • Progress 8 shows an adverse difference of 0.7 for disadvantaged students
<p>Current Year 10 data (Summer 2016)</p>	<ul style="list-style-type: none"> • Disadvantaged students still appear to be doing less eligible subjects than non-disadvantaged students • There remains a difference for the English and Maths match • There remains a difference for progress in English

Main barriers faced by eligible pupils

Some of the barriers facing our disadvantaged students are as follows:

- Some students have low levels of literacy which impedes their learning and their confidence
- Students need to have a clear aspiration for the future that explains to them why they need to do well in their exams
- Some students struggle to attend regularly and conduct themselves in a way that benefits learning

The Academy already provides literacy support for students with poor literacy levels and works hard to inspire students to think about next steps after their education is complete.

Mid-year review

The use of the funding has been reviewed in the light of expenditure to date, to ensure that all of this funding is redirected and used with the aim of improving outcomes for disadvantaged students.

In the light of the above data and understanding of barriers to learning, the Pupil Premium Grant money for 16-17 will to be spent as follows:

Purchase area	Estimated cost
English intervention graduate tutor – full time TTO working 5.5 days per week	£23, 000
Holiday, weekend from current staff paid at £25 per hour for time once all Ark contracted hours are used	£3,000
Salary contribution to enable after school work.	£30,000
Expert instructors in to prep for papers in foundation subjects where no network lead available and expert identified and known	£5,000
Residential or staycation revision weekends for key EBACC subjects Residential trips for key exam groups during holidays – eg overseas for MFL work	£10,600
Purchase of revision guides for all students in all subjects	£3,500
Villiers Park Mentoring programme	£7,500
Production and distribution of packs of exam questions for Maths for all students to work through	£2,000
Ensure that inset provided to all staff provides a high quality of provision for all students, which will impact the rate of progress for disadvantaged students significantly	£15,000
Pastoral care and educational welfare	£56,471
Literacy Intervention reading	£13,102
EAL Provision & Support	£9,364
Made training improving organisational skills and engagement	£5,000
English and Maths Mastery provision	£7, 500
Raising Aspirations programme	£7,000
MFSH	£1,000

Place2Be	£10,000
Improve curriculum resources to support the quality of provision for all, thus benefitting disadvantaged students	£10,000
Consult with students on rewards that would incentivize them to achieve well and award half-termly to any disadvantaged student who is hitting their target grades consistently	£5,000
Prom tickets	£2,000
Overstaffing SLT to address pupil premium needs	£18,568
Learning mentor for disadvantaged students struggling to maintain mainstream provision	£5,000
Emergency fund for any necessary off site provision that keeps a disadvantaged student in mainstream education where this would otherwise not be possible	£15,000
Total Cost of PP Expenditure	£264, 605

Actions identified involving no costs at this stage:

Review the curriculum for year 11 disadvantaged students as a matter of urgency and ensure that all students are taking valuable and relevant subjects throughout their timetable.
Review the curriculum provision for Year 10 students as above.
Review the options process to ensure that all students are supported in appropriate course decisions and choices.

The impact of this is reviewed regularly through the year – both through qualitative information and through analysing the data at key data input points. Further, individual subject trackers are used to see how students are doing at a micro level. We adapt our support and our plans for further work in the light of this evaluation. The final impact will be reviewed in August 2017 when we examine the summer outcomes and decide which actions had the most impact, which are worth repeating and which need to be rethought.

Pupil Premium impact review of expenditure 2015-16

The new Principal and Regional Director for Helenswood Academy have been advised that funds of £276,213 in 2015-16 were spent as follows:

Item	Intended Impact Area	Amount allocated
Pupil Premium Intervention Handbook	Raise awareness and provide independent assessment of school work	5,000
Portion of HOY salaries	Attendance of disadvantaged students	72,293
Portion of SENCO salary	Act as champion for disadvantaged students	15,022
Portion of Pastoral support salaries	Support of students throughout the day	8,628
Revision sessions	Targeted sessions for disadvantaged students to enable them to make greater gains	15,254
Literacy intervention	Reading catch up for targeted students	9,471
Curriculum development	Staffing and resources for English and Maths Mastery	11,631
Homework Club	Support with study skills	7,661
ESBAS & portion of attendance officer salary	Support for targeted students with low attendance	30,834
Reward strategy	Funding for end of yr trip where needed	3,478
Portion of Home School Liaison Worker salary	Improve student and parental engagement	13,167
SASSY Programme	Small group work with vulnerable students	Nil
KS4 mentoring Egg tooth	Improve engagement and organisational skills	5,000
Summer School 2016	Disadvantaged students attending can claim a free blazer	1000
Tea Parties	Parental engagement with child's work	2,000
Alternative Provision	Maintain educational places for those at risk of PEX	10,000
Alternative Provision	Travel expenses	3,503
EAL Inclusion Support	1:1 and small group support for EAL speakers	10,766
Villiers Park	Mentoring programme for most able disadvantaged students	7,500
E Learning Seat	ESCC	7,500
Staff inset	Supporting the quality of teaching for all students	15,000
Purchase of English and Maths Mastery	Provision in English and Maths for all students	10,000
School Uniform		1,605
Places2be	Counselling service	9,000
Alumni		900
		276,213

Impact of this expenditure

With new leadership in the academy as of September 2016, it is not possible to define precisely the amount of impact made by the above expenditure, either collectively or as individual elements of the spend.

Attendance reported for the year 15-16 currently looks like:

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	Yes	No
Year 7	91.74%	96.21%
Year 8	88.08%	94.86%
Year 9	91.64%	94.82%
Year 10	87.50%	93.48%
Year 11	82.23%	90.62%

When the RAISE document for 15-16 comes out, a comparison to national outcomes will be available and a better picture gained of the success of actions to support attendance for disadvantaged students.

With regard to academic outcomes, it is clear that there is considerable work to be done still to diminish differences for disadvantaged students.

Subjects where there is **little or no difference in progress against target grades for disadvantaged students** compared to non-disadvantaged students in the 2016 summer results: (not including greater than expected progress)

- Art and Design
- Drama
- Hospitality
- Product Design
- Photography
- Product Design
- Further Additional Science

Next steps for these subjects: to support more disadvantaged students in making more than expected progress against target grades, as more of their non-disadvantaged peers often do.

Subjects where **disadvantaged students have made better progress against target grades** than non-disadvantaged students in the 2016 summer results:

- Dance
- Geography
- Health and Social Care
- Spanish
- Statistics

Next steps: investigate why these subjects gained success that other subjects have not yet seen – and share good practice with all other departments.

It can be seen that priorities for the use of funds in the year 2016-17 are focused around English and Maths, EBACC subjects, detailed tracking of disadvantaged students and intensive support for those who most need it.

This is aligned with the immediate review of curriculum for any disadvantaged student who is not currently taking eight robust subjects to ensure that the provision made for them is aspirational and appropriate and is not limiting aspirations for any of these young people.