

**Pupil Premium 17-18 strategic plan for expenditure received**

**Pupil Premium impact review of expenditure 16-17**



**Ark Helenswood Academy**

**Pupil Premium strategic plan for expenditure in the academic year 2017-18**

Helenswood Academy has a Pupil Premium Grant allocation of £251 047 for the coming academic year (in contrast to £264 605 in 16-17). 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 2017 results and the 2016 RAISE Online (2017 RAISE not available until November/December), the following is evident:

<p><b>Historic data (RAISE 2016)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students in receipt of free school meals have lower attendance and a higher proportion of persistent absentees than those not having free school meals</li> <li><input type="checkbox"/> There are more exclusions of students in receipt of free school meals</li> <li><input type="checkbox"/> Attainment is lower for those receiving free school meals</li> <li>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</li> <li><input type="checkbox"/> English Baccalaureate subjects</li> <li><input type="checkbox"/> Progress made from the point of entry is lower than it is for those not in receipt of free school meals</li> <li><input type="checkbox"/> Difference is greatest in English for students with lower Key Stage 2 results upon entry and for those entering with level 5</li> <li>In Maths, the difference is greatest for students entering with level 5 at Key Stage 2</li> </ul>
<p><b>Historic data (Summer 2017 results)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The match of English and Maths was lower for disadvantaged students than those not in receipt of Pupil Premium funding</li> <li><input type="checkbox"/> There are differences that need diminishing for disadvantaged students in progress for both Maths and English</li> <li><input type="checkbox"/> Therefore, the percentage of students attaining target grades in English and Maths is lower for disadvantaged students</li> <li><input type="checkbox"/> There are also differences in other English Baccalaureate subjects</li> <li><input type="checkbox"/> Progress 8 shows an adverse difference of 1 for disadvantaged students, though this is 0.8 once data is disaggregated.</li> </ul>

<b>Current Year 10 data (Summer 2017)</b>	<input type="checkbox"/> Disadvantaged students still appear to be doing less eligible subjects than non-disadvantaged students though gaps are diminishing There remains a difference for the English and Maths match <input type="checkbox"/> There is a difference for progress in maths
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### 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.

Purchase purpose	Purchase area	Estimated cost
Selected Year 11 students to receive 1-2-1 academic support and mentoring to ensure that they attend school, lessons, interventions and are meeting the assigned Year 11 goals	Intervention graduate tutor – full time TTO working 5.5 days per week	£23, 000
Selected Year 7-10 students to gain additional all round support	Specific intervention support for Year 7 to 10	£10, 000
Targeted students to receive subject support outside school hours in small groups	Holiday, weekend from current staff paid at £25 per hour for time once all Ark contracted hours are used	£3,000
Buy in PETXi to support selected Year 11 students to gain additional qualification in computing to give even wider choices post 16.	PETXi staffing and course purchase	£13 500
Expert support for exam preparation, revision materials and in situ support for teachers	Network lead support	£12,000
Academic workshops and team building activities to improve outcomes and create strong ethos and culture of learning and mutual respect	English and maths weekend	£10,600
Additional revision materials to support independent learning and continuously re-visit previous topics.	Purchase of revision guides for all students in all subjects	£3,500

Booklets of papers required for the new 3 paper examination in maths	Production and distribution of packs of exam questions for Maths for all students to work through	£2,000
EWO to address attendance of disadvantaged students across all years and pastoral support team target mentoring and home liaison with disadvantaged students in Year 7 to 10.	Pastoral care and educational welfare staffing	£60,000
Specific role of senior leader to track and respond to gaps in achievement between disadvantaged and non-disadvantaged students	Overstaffing SLT to address pupil premium needs	£20, 500
Drive for Literacy programme, literacy classes and mentoring programme to close the gap	Literacy Intervention reading	£11,000
121 support and resources for second language English students	EAL Provision & Support	£5,000
Additional resources to improve progress in English and maths	English and maths Mastery provision	£7, 500
Students linked to external providers and opportunities to raise aspiration	Raising Aspirations programme	£7,000
Specific sector visits to support destinations for disadvantaged students	CEIAG plan	£3,000
Students provided with counselling and emotional support	Place2Be	£45 000
Emergency fund for any necessary off site provision that keeps a disadvantaged student in mainstream education where this would otherwise not be possible	Alternative provision	£15,000
	Total Cost of PP Expenditure	£251 600

A **mid-year impact review** of the above provision has been done to assess where students are currently succeeding. A detailed impact analysis of individual strategies will be available at the end of the year when the summer results are confirmed.

Analysis to date shows that the gap is closing for disadvantaged students in English and Maths. Our focus is on this data because with exams changing this summer, it is very hard to assess year on year progress until August 2018. The data suggests that the actions above are having impact as follows:

Spring 2 data derived in this manner shows **end of course grades**; they are not age-related.

Issue	National 2017	Helenswood spring 2018
Progress 8 for disadvantaged	-0.4	-0.43
Progress 8 for others (non-disadvantaged) 2017	0.11	0.1
Current spring 2 data Progress 8 for non-disadvantaged	-	0.1
gap	0.51	0.53
<p>There is clear evidence that the HWA gap for disadvantaged is closing.            There is clear evidence that the HWA gap is now in line with the national gap.            We would expect that the gap at HWA is closing far more rapidly than the gap is nationally.</p>		
Issue	National 2017	Helenswood spring 2018
9-5 match Basics disadv	24.5%	29%
9-5 match Basics non-disadv	49.4%	49%
Gap	24.9%	20% internal gap 20.4% to national others
<p>There is clear evidence that the HWA gap for disadvantaged is closing.            There is clear evidence that the HWA gap is now lower than the national gap.            We would expect that the gap at HWA is closing far more rapidly than the gap is nationally.</p>		
Issue	National 2017	Helenswood spring 2018
9-4 match Basics disadv	44.3%	54%
9-4 match Basics non-disadv	71.2%	71%
Gap 2017	26.9%	17% internal gap 17% gap to national others
<p>There is clear evidence that the HWA gap for disadvantaged is closing.            The HWA gap is now smaller than the national gap.            We would expect that the gap at HWA is closing far more rapidly than the gap is nationally.</p>		

National data taken from:

Department for Education: SFR01/2018, 25 January 2018

## Pupil Premium impact review of expenditure 2016-17

The funds of £264 605 in 2016-17 were spent as follows:

<b>Purchase area</b>	<b>Spend</b>
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
<b>Total Cost of PP Expenditure</b>	<b>£264, 605</b>

### Impact of this expenditure

It is very hard to compare outcomes from 2016 to 2017 due to the change of GCSE exams in English and Maths. We know that outcomes overall improved for non-disadvantaged students and remained almost static for disadvantaged, only making a minor positive gain. The match for English and Maths remained static at 4+ for disadvantaged students between 2016 and 2017. In the light of new examinations to a more difficult exam regime, remaining static is a reasonable position but one that must be built on. The match for 5+ saw a 2% uplift from 2016 to 2017 for disadvantaged students.

In terms of the impact of individual strategies used, the following is a sample of the evaluations that have been completed, shared with governors and used to inform further planning:

Purchase area	Impact	Continuing?
English intervention graduate tutor	All students working with tutor performed better than prior to starting work with the tutor. These students increased their attainment in English by 0.6. Students who did not receive this support remained static in terms of their age-related (predicted) grade from summer 2 of year 10 to summer 2 of year 11.	Yes
IT course support	All students passed this course. This enabled them to have a work readiness qualification and a further qualification to support their next steps.	On a limited basis
Additional payments to buy in after-school revision sessions for students	In maths, for example, 80 students stayed every week for revision. Whilst disadvantaged students did not gain strong outcomes, their progress for maths improved by 1.6 between year 10 summer 2 and year 11 outcomes.	Yes
Residential revision weekends for key subjects	84% of students improved their attendance to school after this weekend. Year on year, year 11 attendance was 0.3% higher. It is impossible to separate out how much impact this strategy had on overall outcomes.	Yes
Provision of exam packs for every student	Student feedback said that 100% of students felt that this was a crucial aid to them with their Maths revision.	yes

Pastoral care and education welfare	The recruitment of an EWO improved disadvantaged student persistent absenteeism by 2% by the end of term 4. Attendance of disadvantaged students improved by 2.54% between term 3 and term 4.	Yes
Literacy intervention	100% of students receiving literacy support increased their reading age.	yes
EAL support	P8 for EAL disadvantaged students was 0.79 in 2017, above that of EAL non-disadvantaged students.	yes
MADE revision training	This resource was useful but the school feels it could provide an equally strong provision internally.	No
Villiers Park mentoring	This involved a lot of time out of lessons and did not evidence higher outcomes for these students	No
Rewards for students hitting their target grades and attendance targets	Students were consulted as to rewards that would incentivize them. By the end of the year, 16 disadvantaged students had moved out of the PA category and 19 had increased their attendance by 5% compared to the previous year.	Included in school wider budget

Attendance reported for the year 16-17:

	P P	
	Yes	No
<b>Year 7</b>	90.4%	96.6%
<b>Year 8</b>	90.3%	93.7%
<b>Year 9</b>	88.0%	95.0%
<b>Year 10</b>	86.1%	95.0%
<b>Year 11</b>	91.8%	90.0%

This is a higher percentage attendance in some years compared to the previous year though there are further improvements to be made. Attendance of Pupil Premium students improved since the appointment of EWO.

Our intervention tutor worked with students who all either gained positive progress in English or performed better than expected.

The PGL weekend away resulted in higher attendance for those students that attended and built stronger relationships between the students and staff who attended.

Subjects where there is **little or no difference in progress against target grades for disadvantaged students** compared to non-disadvantaged students in the 2017 summer results: (not including greater than expected progress)

Dance  
Drama  
Statistics

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 2017 summer results:

Spanish

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 2017-18 are focused around English and Maths and Humanities, 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.