

**Pupil Premium 18-19 strategic plan
for expenditure received**

**Pupil Premium impact review of
expenditure 17-18**



**Ark Helenswood
Academy**

Overview

Ark Helenswood Academy has been allocated a Pupil Premium Grant of £235,620 for the academic year 2018-19 (in contrast to £251,047 for the year 2017-18). 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.

Pupil Premium impact review of expenditure 2017-18

The funds of £251,047 in 2017-18 were spent as follows:

Purchase area	Estimated cost
Intervention graduate tutor – full time TTO working 5.5 days per week	£23, 000
Specific intervention support for Year 7 to 10	£10, 000
Holiday, weekend from current staff paid at £25 per hour for time once all Ark contracted hours are used	£3,000
PETXi staffing and course purchase	£13 500
Network lead support	£12,000
English and maths weekend	£10,600
Purchase of revision guides for all students in all subjects	£3,500
Production and distribution of packs of exam questions for Maths for all students to work through	£2,000
Pastoral care and educational welfare staffing	£60,000
Overstaffing SLT to address pupil premium needs	£20, 500
Literacy Intervention reading	£11,000
EAL Provision & Support	£5,000
English and maths Mastery provision	£7, 500
Raising Aspirations programme	£7,000
CEIAG plan	£3,000
Place2Be	£45 000
Alternative provision	£15,000
Total Cost of PP Expenditure	£251 600

Impact of this expenditure

It is very hard to compare outcomes from 2017 to 2018 due to the change of GCSE exams in most subjects. We know that outcomes overall, significantly improved for all students and in particular disadvantaged students.

- Significant improvements were made in closing the Pupil Premium gap last year with Dis-advantaged students achieving a progress 8 score of -0.08 which is in line with all students nationally who achieved a progress score of -0.02.
- The disadvantaged progress 8 figure improved by 0.47 from 2017
- The match for English and Maths at 4+ went up by 17% for disadvantaged students with 55% of them achieving the required grade. This closed the in school gap between disadvantaged and non-disadvantaged by 10% from a gap of 26% in 2017 to a gap of just 16% in 2018.
- This was a similar picture with the match at 5+ with results increasing by 13% for disadvantaged students with 35% of them achieving the required grade. This closed the in school gap between disadvantaged and non-disadvantaged by 5% from a gap of 23% in 2017 to a gap of 18% in 2018.
- Attainment of the disadvantaged students across their 8 subjects also improved by 7 points from 34 in 2017 to 41 in 2018 reducing the gap between disadvantaged and non-disadvantaged from 14points in 2017 to 8 points in 2018.
- The progress of disadvantaged students with high prior attainment, exceeds that of the non-disadvantaged students meaning the gap has reversed. Progress for disadvantaged students with low or mid prior attainment on entry is lower than non-PP but the gap is closing.
- The percentage of disadvantaged students achieving a grade 5 in both English and Maths is in line with or above the national comparator for students with low (0% vs 3%), middle (27% vs 28%) and high (100% vs 80%) prior attainment. There still remains an in school gap but these have diminished.
- The number of students achieving a 4+ in Maths rose from 60% to 71% in 2018 with the largest increase happening with the disadvantaged students whose results rose from 41% achieving a 4+ in 2017 to 65% achieving the same grade in 2018.
- The progress score in Maths went from -0.24 in 2017 to 0.18 in 2018 for all students, with the progress score for disadvantaged students increasing from -0.70 to -0.13
- The progress score for disadvantaged students in English was -0.65 in 2017 and increased dramatically to 0.24 in 2018
- The progress score for disadvantaged students in the EBACC subjects was -1.02 in 2017 and significantly rose to -0.23 in 2018

Whilst we celebrate the exceptional progress made in 2018 we recognise that there is still a gap and we continue to work to diminish these differences in the coming year.

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 and maths weekend	84% of students improved their attendance to school after this weekend. It is impossible to separate out how much impact this strategy had on overall outcomes. The weekend away built stronger relationships between the students and staff who attended.	Yes
Intervention graduate tutor – full time TTO	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.	Yes – although it will be in a

working 5.5 days per week	The tutor worked with students that had a variety of needs and she was able to work on building the students resilience and determination to succeed. This resulted in 99% of students attending 100% of their exams, the highest attendance at the final GCSE's the school has seen in recent history.	different format.
PETXi staffing and course purchase	The impact of this provision was minimal on the PP results. Although the course was of benefit to a minority of students this had very little effect on the majority and had minimal effect on the whole school results and was considered not to be a financially viable resource.	No
Purchase of revision guides for all students in all subjects	Although we are unable to measure the exact impact of this strategy, we were able to be informed by student and parent voice, with a number of parents citing they would be unable to pay over £80 for revision guides had they bought them at full price. We were able to track this intervention more closely by monitoring which students had purchased which revision guides and also ensuring that all students were given more training on how to use them with a weekly revision techniques session. This was followed up with individual meetings to help students set up a revision timetable and discussions about when, where and how they were revising.	Yes
Production and distribution of packs of exam questions for Maths for all students to work through	With the increased volume of Maths papers and the desire from students to use the papers for revision a section of the pupil premium budget was set aside for the reproduction of past papers. The difference this year was the follow up placed upon students to re-submit the exam paper after the first set of marking to try to improve the result. This impact was that the number of students achieving a 4+ in Maths rose from 60% to 71% in 2018 with the largest increase happening with the disadvantaged students whose results rose from 41% achieving a 4+ in 2017 to 65% achieving the same grade in 2018. The progress score in Maths went from -0.24 in 2017 to 0.18 in 2018 for all students, with the progress score for disadvantaged students increasing from -0.70 to -0.13	Yes

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 through a comprehensive Careers, Education, Information, Advice and Guidance (CEIAG) programme, recognised by Investors in Careers.

Pupil Premium strategic plan for expenditure in the academic year 2018-19

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	£20,000
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	£4,500
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	£9,800
Additional revision materials to support independent learning and continuously re-visit previous topics.	Purchase of revision guides for all students in all subjects	£2,500
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	£2,200
ESBAS support to address attendance of disadvantaged students across all years.	ESBAS credit to support attendance	£7,000
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
Literacy intervention - literacy classes and mentoring programme to close the gap, including resources	Literacy Intervention reading	£13,000

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	£9,500
Students linked to external providers and opportunities to raise aspiration	Raising Aspirations programme	£7,000
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
Support, guidance and mentoring for the highest achieving students	Villiers Park	£11,000
Development of cultural capital and skills required to bring about social mobility	Enrichment	£8,000
Additional intervention and support for students who require it most	On-line Tutoring Service	£4,000
Improved attendance at school and afterschool revision sessions	Pick-up/Drop off service	£4,000
Opportunities for students to gain career education, information and guidance from industry professionals and further/higher education establishments	CEIAG	£3,000
Loan of laptops to students to improve independent studies and access to revision resources from home	Laptop Loan	£9,000
Music lessons to improve cognitive functions, creativity and discipline	Peri Music lessons	£3,000
Ensure the basic needs of the most vulnerable students are met	Equipment and clothing	£2,000
Motivate and encourage students to make the correct choices, ensuring all eligible students are able to attend rewards trips and not hampered by economic situations.	Subsidised reward trips	£4,700

Provide additional support with Maths for disadvantaged students across the school which is understandable and accessible from home	Hegarty Maths	£4,000
	Total Cost of PP Expenditure	£237,000