

Pupil Premium Report 2015-2016

Overview

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant for pupils registered as eligible for Free School Meals in reception to Year 11 or those who are looked after by the Local Authority. The Pupil Premium will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
- The funding will be used to narrow the gap between the achievement of these pupils and their peers
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives

Statistics

- In 2015-16 we had **182** students for whom the school received additional funding of **£265,540**
- This accounted for **15%** of the school population. The national average was **26.7%**
- In 2014-15 the school received a total of **£266,000** in additional funds

Pupil Premium Results 2015-16

Below is a summary of the results that were achieved by the 20 Pupil Premium students at GCSE level in 2015-16 under the main key performance indicators:

	Attainment 8	Progress 8	Basics	Ebacc achieved
Hele's PP	33.55	-0.73	22%	12%
*Adjusted PP	37	-0.47	22%	12%

**The "Hele's PP" figure contains 2 students who did not sit any GCSE exams at all due to exceptional circumstances. The figures without these students is shown in the rows marked "Adjusted PP"*

Whilst we were disappointed with these figures overall for our disadvantaged cohort, the impact of the two outlying students who were educated off-site and did not sit any GCSE exams in Year 11 is

notable and had an adversely negative effect given the small size of the cohort in this year group; these two students alone accounted for 10% of the group size. In contrast, 7 students (35% of this cohort) had positive P8 scores, with 3 students above +0.5 and one student gaining a P8 score of +1.09. The average P8 score of the 7 positive students was +0.52, however their achievements were not enough to counteract the negative impact of the outlying students.

Pupil Premium Gaps 2015-16

The overarching aim of our Pupil Premium strategy is to raise the performance of our Pupil Premium students so that they make progress in line with the performance of non-Pupil Premium students both in school and nationally. Below is a table which shows the current gaps in this measure:

	Size	School	National	Gap	School Adjusted	Adjusted Gap
Overall	20	-0.73	0.12	-0.85	-0.47	-0.59
Low	11	-1.25	0.19	-1.44	-0.87	-1.06
Middle	7	-0.03	0.14	-0.18	-0.03	-0.18
High	2	-0.24	0.07	-0.31	-0.24	-0.31

When removing the 2 students for the adjusted figure, the overall P8 of the school increases to -0.47. Whilst this still leaves a large gap to the national non-disadvantaged figure of 0.12, the overall national disadvantaged figure (buried in RAISE) is -0.32, leaving a very small gap of only -0.15 between Hele's disadvantaged students and their disadvantaged counterparts nationally. When compared to the South West disadvantaged figure (for context), the gap is +0.09.

Whilst this year was particularly disappointing in terms of the disadvantaged gap, this is not typicality at Hele's and was disproportionately affected by a small number of students in a very small cohort of PP students. The outlying students mentioned above were both lower prior attainment learners and therefore the data for this sub-cohort is the most adversely affected by their inclusion, as detailed below:

Bucket progress

English

	Size	School	National	Gap	School Adjusted	Adjusted Gap
Overall	20	-1.39	0.09	-1.48	-1.13	-1.22
Low	11	-1.85	0.16	-2.01	-1.44	-1.6
Middle	7	-0.74	0.11	-0.85	-0.74	-0.85
High	2	-1.13	0.05	-1.18	-1.13	-1.18

Whilst English A*-C results rose significantly in 2016, we acknowledge that progress in English is an area still in need of attention across all learners, though most notably the least able and this is applicable whether students are in receipt of PP or not.

Maths

	Size	School	National	Gap	School Adjusted	Adjusted Gap
Overall	20	-0.41	0.11	-0.52	-0.17	-0.28
Low	11	-1.03	0.19	-1.22	-0.69	-0.88
Middle	7	0.3	0.12	+0.18	0.3	+0.18
High	2	0.5	0.06	+0.44	0.5	+0.44

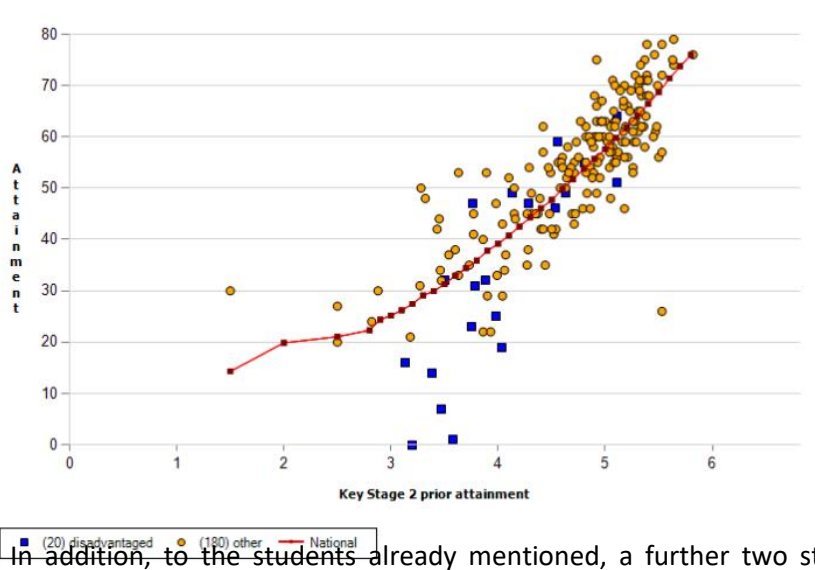
Ebacc

	Size	School	National	Gap	School Adjusted	Adjusted Gap
Overall	20	-0.18	0.15	-0.33	0.04	-0.11
Low	11	-0.57	0.21	-0.78	-0.21	-0.42
Middle	7	0.6	0.18	+0.42	0.6	+0.42
High	2	-0.78	0.09	-0.87	-0.78	-0.87

Open

	Size	School	National	Gap	School Adjusted	Adjusted Gap
Overall	20	-1.03	0.11	-1.14	-0.75	-0.86
Low	11	-1.68	0.18	-1.86	-1.25	-1.43
Middle	7	-0.42	0.13	-0.55	-0.42	-0.55
High	2	0.4	0.06	+0.34	0.4	+0.34

In total, 6 of the 20 Y11 disadvantaged students (30%) were the lowest attainers in the Year 11 cohort last year. Of these, 5 students had very low PA (less than 3.5), one student had an EHC and another received extensive SEN support. The two students with the lowest attainment took 1 subject (early entry Media – Year 10) and 0 subjects respectively.



In addition, to the students already mentioned, a further two students only counted 9 subjects towards their P8 score due to the fact that these students required a highly personalised curriculum to address wider social and emotional needs.

In total, 9 of the 20 students did not have all buckets filled as they did not take an EBacc 3rd option. This was a curriculum decision based on the ability profile of these students and the need to personalise their curriculum appropriately. Whilst this is positive and we strongly believe this decision was in the best interests of our students, it is clear that opportunities may have been missed to extend the curriculum offer to best match the needs of these students, particularly in terms of preparing them appropriately for their Post-16 choices. For example, only 3 students from this cohort took ECDL as an alternative Bucket 3 qualification (these students gained 2 x D* and 1 x M) and we need to look to widen this approach next year to ensure we are best meeting the needs of our students with qualifications fit for access into further education or training.

Spending Summary 2015-16

The spending of our Pupil Premium income was split into two main categories – Academic and Social. In both cases, the overarching aim of the Pupil Premium spend is to ensure students are equipped to

learn and that any gaps which were apparent were analysed and addressed. Within each category, there were a range of strategies used to fulfil these aims with our PP students. The strategies selected were largely evidence-based, drawing on finding from the Education Endowment Foundation as well as the Sutton Trust, alongside our own successful experiences from previous years. Whilst some strategies have been targeted at selected individuals, others have been employed to target a small group, and some the whole cohort. In line with Government advice, the funding received was not tied to individual students, but rather spent where the need was greatest.

The strategies and their costs are outlined below:

Academic Spending:

Strategy	Total Spent	Rationale & Evaluation	Impact
Continued development of Growth Mindset research and coaching for staff	£20,000	Following inspirational whole staff INSET in the previous academic year, it was decided to invest in student and staff development through an Action Research trial across the pastoral (Drake House) and academic departments (MFL/PE/Applied Learning) to encourage students to aim beyond their perceived ceiling and to equip them to do so. This extended to staff and their belief in students and that they can achieve.	Medium Plans to roll out across Pastoral system in 2016/17 to target a wider number of students at KS4.
Accelerated Reader (Yrs 7-9)	£577	The investment in the AR Programme had the aim of increasing literacy levels and reading habits and thus reading ages across KS3. All students now undertake 30 minutes of private reading per day and reading is tracked and monitored termly to ensure rapid progress. Intervention is applied in the form of 1:1 or small group work where progress stalls.	High Sizeable increase in student reading ages across KS3 as well as increased engagement in reading across PP students. AR subscription to be renewed for a further 3 years in 2016/17
Summer School	£8,532	Summer School provides the opportunity to instil in incoming Y7 students the academic expectations at	High Student Voice activities in Y7 showed a direct

		<p>Hele's School and provide extended learning opportunities to close any gaps in knowledge, particularly around English and Maths, and also break down any social barriers in a smaller setting prior to the commencing of the KS3 curriculum. Sessions for GTMA learners identified in their respective primaries also leads to enhanced transition for our more able learners ensuring teachers have an accurate idea of starting points and Y7-9 do not become the 'wasted years'.</p>	<p>correlation between those pupils who benefited from Summer School provision and the speed at which they felt settled in their new school in Term 1. GTMA students were also able to continue to work at the level they had left primary school due to enhanced staff awareness of ability, due to the production and presentation of work from Summer School, detailing what work a varying levels actually looks like.</p>
Additional classes in Yr 7	£18,736	<p>The aim of this funding was to allow smaller groups in English and maths to benefit the PP students. This was particularly focussed in the lower sets where there was a higher proportion of PP students. This allowed for greater focus to be given to these students upon entry to the school to ensure they had solid foundations on which to build the remainder of their education.</p>	<p>High</p> <p>English and maths HODs were able to carefully select the most appropriate staff to work with these target groups of students to ensure rapid progress could be made immediately upon entry to Hele's School. Smaller class sizes also enabled students to develop social competencies, particularly around oracy, in a non-threatening environment. Student Voice throughout Y7 showed that this group of students felt safe and happy in their learning.</p>
Funding of TAs / staff to provide targeted support	£154,907	<p>Investment in TA support to target key PP students with a view to providing an 'interested' adult to support these students around all</p>	<p>Low</p> <p>Many pupils targeted for the additional adult support offered by</p>

		<p>aspects of school life, including in-class support, guidance and support with homework and provision around social time.</p> <p>PP-Champion led sessions for all PP students not on a full timetable to enable a consistent approach, facilitate discussions with teachers, map revision and support particularly around English and maths.</p>	<p>TAs/PP-Champion did not fully engage in this and in some cases, it was felt even to be detrimental to the student's progress and therefore TAs were redeployed accordingly. Whilst several students did engage in homework support, access to provision around social time was only really successful for our most vulnerable PP students. The deployment of additional adults in this 1:1 way would need to be fully evaluated before such an approach was repeated in future years.</p>
Study Café for Y11	£6,442	<p>Here, funding enabled the staffing of the Study Café four nights a week to provide a supervised revision space for PP students who didn't have the facilities at home to enable meaningful revision. Teaching staff attended this provision on rotation to provide subject-specific expertise to support PP students with homework and revision.</p>	<p>Medium</p> <p>Where this after school provision was attended, students used time effectively and this contributed to the extensive revision programme around Y11. To be more effective, PP students may need to be incentivised to attend in 2016-17.</p>
Alternative provision	£5,966	<p>This funding helped to support 2 PP students access vocational and college training.</p>	<p>Medium</p> <p>These students were able to access alternative provision for a large part of Y11 avoiding permanent exclusion. Outcomes in terms of exam results were, however, not as we would have hoped and this would need to be reviewed for any</p>

			future alternative provision at this stage.
Revision materials & support	£2,933	The aim of this funding was to help all PP students with their revision. It funded Easter School, pre-exam revision sessions and exam revision packs for all PP students. Combined, these opportunities provided students with a chance to improve their revision technique and subject knowledge.	Medium Levels of attendance amongst the PP students at Easter School and exam revision sessions slightly below that of 'other' students. To improve attendance at events outside of the school day going forward, we may need to incentivise this and engage parents further in the process of formally inviting students to attend.
Individual department bids	£8,267	Funding was used here to supply additional extras deemed valuable by individual subject areas in both the day to day running of the curriculum and in the run up to exams. Bids included food ingredient costs, revision guides, USB sticks, technology materials and maths equipment.	Medium Whilst the bids for materials which students were provided with were well-thought out, bids tended to be somewhat ad-hoc and reactive to data or imminent exams and not part of a wider, strategic approach to the provision for this sub-group of students. In future, a full evaluative audit of provision will need to be undertaken by departments to ensure spending had the desired impact and that a strategic plan for the coming year
Total spend	£226,360		

Social Spending:

Strategy	Total Spent	Rationale & evaluation	Impact
Academic Trips and Visits	£1,607	This funding enabled PP students to take part in school trips that were essential to their programmes of study.	<p>Medium</p> <p>Where families accessed the money available to them, they were able to use this to facilitate academic trips throughout the year. Where staff were aware of PP students within their cohort, they contacted parents to extend this offer. To improve this provision, staff need a greater awareness of the PP students in their groups and parents need frequent reminders about the allowance available to them and how this can be spent throughout the year.</p>
Uniform	£2,009	This funding is used to enable parents to purchase any aspect of the school uniform available through the school shop.	<p>Medium</p> <p>Use of the personal allowance was most substantially used to purchase uniform, although not all eligible families claimed their allowance. Incidents of incorrect uniform remain highest amongst the PP cohort and the surplus of unused monies was then used to purchase a bank of shoes, skirts and trousers, blazers and ties for students to access on an interim basis where</p>

			uniform faults occurred.
Extra-Curricular Support	£5,236	This funding enabled students to access any costed extra-curricular activities, particularly Aspirations Week activities, which they may not otherwise have been able to access, thus widening their cultural experience.	<p>Medium</p> <p>Where families used their allowance to pay or part-pay for extra-curricular activities, students benefitted greatly from the activities they engaged in. However, for Aspirations Week, there were still a number of PP students who failed to engage in an activity and opted to stay in school during this week. Despite efforts made to contact parents directly regarding the payment options available, the lack of uptake from certain students was based on low aspiration rather than financial constraint. In future, all PP students need to be mentored 1:1 around choices for Aspirations Week in advance of the release to other students and given first choice in over-subscribed activities.</p>
Counselling	£1,152	This was used for a number of PP students and enabled these learners to access 1:1 counselling to address and emotional or mental health concerns and increase student engagement.	<p>Medium</p> <p>Whilst this did not affect a large number of PP students, where it was felt that these students could benefit from a number of sessions with the counsellor, they were given priority over others. Mental health</p>

			concerns for the PP cohort are currently lower than those for 'others' but where they do exist, the counsellor is able to impact positively and/or make appropriate referrals for further support.
Attendance	£2,234	This funding was used to incentivise PP students to increase attendance and funded pastoral support to work with PP students and their families.	Medium Attendance for this cohort was good across the board and largely in line with 'others'. Given the criteria for accessing incentives, it is not felt that this played a huge part in increasing attendance for the majority although Student Voice work suggests that for a small minority the financial incentive to attend did make a marked difference to them.
Miscellaneous	£2,392		
Total spend	£14,360		

Total spend 2015-16: £240,990