

## Pupil Premium Report 2016-2017

### 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 2016-17 we had **169** students for whom the school received additional funding of **£304,117**
- This accounted for **13.5%** of the school population. The national average was **27.2%**
- In 2015-16 the school received a total of **£265,540** in additional funds

### Pupil Premium Results 2016-17

Below is a summary of the results that were achieved by the 36 Year 11 Pupil Premium students at GCSE level in 2016-17 under the main key performance indicators:

	<b>Attainment 8</b>	<b>Progress 8</b>	<b>Basics (Eng and Maths)</b>	<b>Ebacc achieved</b>
2015-16 Hele's PP	33.55	-0.73	22%	12%
2016-17 Hele's PP	40.86	-0.1	25% (5+) 50% (4+)	17% (5+) 25% (4+)

Overall attainment improved markedly in 2016-17 compared with the previous year when results for the Pupil Premium cohort had been uncharacteristically low. It is pertinent to note that there was a change in the makeup of the PP cohort this year in comparison to last, whereby we had a larger proportion of more able learners than in the previous year therefore some improvement in attainment would have naturally been expected, but the significant improvement we have seen is

extremely pleasing. The Basics score for the Pupil Premium cohort at 4+ (which is directly comparable with the C grade of last year) has more than doubled, as has the percentage of students achieving the EBacc suite of qualifications.

Given the different make-up of the cohort in this academic year, the progress measure is a more useful benchmark to use to compare year-on-year improvement, as this takes into account the progress of each individual student based on their prior attainment. As the table shows, the Progress 8 score for the Pupil Premium cohort also improved significantly in 2016-17 and is now in line with the progress of all students at Hele’s School.

*NB: 3 PP pupils were removed from school performance figures by the DfE due to mental health reasons (2 of which counted in progress figures initially).*

### **Pupil Premium Gaps 2016-17**

The overarching aim of our Pupil Premium strategy is to raise the performance of our Pupil Premium students (also referred to as DS – disadvantaged) so that they make progress in line with the performance of non-Pupil Premium students (also referred to as Non-DS) both in school and nationally. As a cohort, we know that the Pupil Premium students performed in line with their non-PP counterparts this academic year, however it is important to look in greater depth at the performance of groups within the cohort to ascertain any areas for further development. Below is a table which shows the current gaps in this measure:

	Size	School	National Non DS	National DS	Gap	National Gap
<b>Overall</b>	34	<b>-0.1</b>	0.1	-0.4	-0.2	-0.5
<b>Low</b>	6	<b>+0.59</b>	0.03		<b>+0.56</b>	
<b>Middle</b>	19	<b>-0.05</b>	0.15		<b>-0.2</b>	
<b>High</b>	9	<b>-0.68</b>	0.1		<b>-0.78</b>	
<b>High amended*</b>	8	<b>-0.14</b>	0.1		<b>-0.24</b>	

*\* One student in the High group was educated off-site for the majority of Year 11 to avoid permanent exclusion. This student did not attend any of her examinations and as such achieved no GCSEs, however her data remains with us as the home school. As we were unable to impact on the final outcomes of this student, it is pertinent to present the figures without her so as to ascertain any areas for further development within our control.*

The overall national disadvantaged P8 figure is -0.4 (down from -0.32 last year). Whilst the national figure for DS P8 has dropped, we have seen a significant improvement; indeed, the IDSR shows significant progress in closing the gap, where progress of DS students has gone from 82<sup>nd</sup> percentile to a much higher score of 42<sup>nd</sup> percentile (unvalidated), which will improve when the validated IDSR is released. For context, it is interesting to note that the South West disadvantaged figure is -0.62, meaning that Pupil Premium students at Hele’s School do, on average, half a grade better in every subject than children from similar backgrounds across the county.

Although it is the smallest of the sub-cohorts, it is very pleasing to see that Low Prior Attainers performed significantly well. This is in contrast to last year when the Low Prior Attainers made up the

majority of the Pupil Premium cohort and progress was -1.44. This huge increase is a testament to the hard work undertaken with this sub-group.

Whilst gaps of -0.2 and -0.24 are still evident in the middle and high groups respectively, these are largely in line with non-DS students at Hele’s School and through our Challenge Agenda, this is an area of focus for Teaching, Learning and CPD within our School Improvement Plan.

### Bucket progress

All gaps are calculated from the school DS figure compared to national non DS.

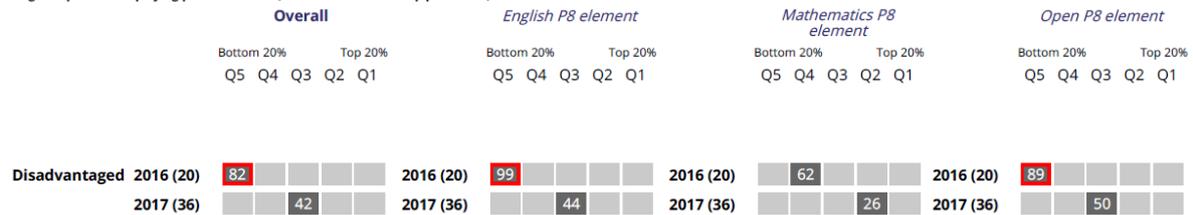
	Size	School DS	National Non DS	Gap
English	36	-0.12	0.11	-0.23
Maths	36	+0.09	0.12	-0.03
Ebacc	36	-0.09	0.13	-0.22
Open	36	-0.24	0.09	-0.33

The gaps in all bucket areas have decreased significantly from 2016 results. There is some variation across buckets with Maths seeing a very small gap and Open bucket seeing the largest gap, but this reflects both the national trend and the school trend.

### Unvalidated IDSR

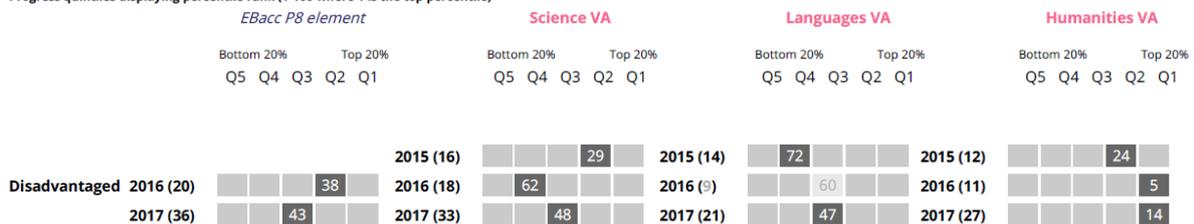
#### Trends over time

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



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Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



Initial unvalidated data from the OFSTED IDSR shows an improvement in almost all areas in the percentile ranks for DS students when compared to 2016 data. Only the Humanities (and subsequent Ebacc bucket) have seen a drop. However, with the removal of 3 students in the validated data, we expect this figure to improve and see significant improvement in all areas.

## Spending Summary 2016-17

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	<p>Summer School provides the opportunity to instil in incoming Y7 students the academic expectations at 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>High</p> <p>Student Voice activities in Y7 showed a direct 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 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>Low</p> <p>Many pupils targeted for the additional adult support offered by 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</p>

			were, however, not as we would have hoped and this would need to be reviewed for any 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.
<b>Individual department bids</b>	<b>£8,267</b>	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 the a strategic plan for the coming year
<b>Total spend</b>	<b>£226,360</b>		

**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</p>

			interim basis where 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</p>

			others. Mental health 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		
<b>Total spend</b>	<b>£14,360</b>		

**Total spend 2016-17: £240,990**