

Pupil Premium Report 2018-2019

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 2018-19 we had **169** students for whom the school received additional funding of £303,597
- This accounted for **13%** of the school population. The national average was **27.2%**

Pupil Premium Results 2018-19

Below is a summary of the results that were achieved by the 17 Year 11 Pupil Premium students at GCSE level in 2018-19 under the main key performance indicators:

	No. in cohort	Attainment 8	Progress 8	Basics 4+ (Eng. and Maths)	Basics 5+ (Eng. and Maths)	EBacc Average Points
2018-19 Hele's PP	17	39.12	-0.41	47%	41%	3.61
<i>2018-19 Hele's All</i>	<i>203</i>	<i>49</i>	<i>+0.04</i>	<i>72%</i>	<i>50%</i>	<i>4.67</i>
2017-18 Hele's PP	23	34.22	-0.67	43%	13%	3.15
<i>2017-18 Hele's All</i>	<i>208</i>	<i>45.47</i>	<i>-0.32</i>	<i>71%</i>	<i>43%</i>	<i>4.32</i>

As the above table shows, overall attainment and progress for PP students improved significantly in 2018-19 compared with the previous year when results for this cohort had been uncharacteristically low. Whilst there is still a gap in both progress and attainment measures, which will be discussed in greater depth below, it is hugely pleasing to see that in the Basics measure at 5+, the currency for enabling students to access Higher Education, the gap has closed significantly, with the Pupil Premium cohort now within 10% of the pass rate for all Y11 students at Hele's School, a figure which is above the national pass rate. At 4+, the improvement this year is significantly positive, enabling students to access a wider range of options Post-16.

NB: A request for the removal of 2 PP pupils from school performance figures was made to the DfE, one as he was educated elsewhere throughout Key Stage 4 and the other as he was denoted as a 'Child Missing in Education' and did not attend school in Y11. Both requests were refused and therefore the data for this cohort includes these two 'outlier' students, despite the fact that neither took any GCSEs. Given the small cohort of PP students in this cohort, the significance of the inclusion these outliers cannot be ignored.

Analysis:

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. It is also useful to compare our own Pupil Premium Cohort to other DS students nationally in order to gauge the level of performance across a range of indicators. Below is a table which shows the performance of this year's cohort in greater detail:

Progress 8 for disadvantaged pupils

Progress 8 score for disadvantaged pupils	-0.41
Confidence Interval	-1.03 to +0.21
Disadvantaged pupils in Progress 8 cohort	17
Disadvantaged pupils with adjusted scores	0
National average for non-disadvantaged pupils	+0.13
National average for disadvantaged pupils	Like-for-like -0.44

Despite there still being a gap with the national comparator of non-disadvantaged pupils, it is pleasing to see that this year's outcomes, even with the inclusion of two students who did not complete any qualifying qualifications, ***see our Disadvantaged cohort performing better than the national average for other Disadvantaged youngsters, with a confidence interval placing the cohort broadly in line with national non-disadvantaged students.***

Although this is pleasing to a degree, the purpose of this analysis is to ascertain any areas of performance which are of particular concern and may continue to be so, even with a different cohort year on year, if no intervention is put in place. As such, whilst the make-up of the PP cohort changes each year and this group of students can never be treated as a homogenous group, it is important to look in greater depth at the progress performance of groups within the cohort to ascertain any areas for further development.

Pupil Premium Gaps 2018-19

The following analysis looks at the performance of the PP cohort against a range of comparators to identify gaps for further development in 2019-20.

Progress by Prior Attainment:

The following table shows the gaps against the DS students' prior attainment:

Progress 8 by prior attainment

Group	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	11	1	98	12	90	4
Pupils with adjusted scores	0	0	2	0	1	0
Progress score	-0.60	-2.15	0.25	-0.12	-0.10	-0.84
National comparator *	-0.18	0.04	-0.01	0.17	0.01	0.12
Difference	-0.42	-2.19	0.26	-0.29	-0.11	-0.96
Confidence interval	-1.20 to +0.35	-4.75 to +0.37	+0.00 to +0.52	-1.03 to +0.45	-0.38 to +0.16	-2.24 to +0.32

* Performance for disadvantaged pupils is compared against the national average for non-disadvantaged pupils

Whilst initially, the biggest gap appears to be with our one LPA (lower prior attaining) student, it is important to note that this student was one of the ones we requested to have removed, given that he was not educated at Hele's School and as he sat no qualifying qualifications; this evidence is therefore not reliable in terms of reviewing provision for future cohorts.

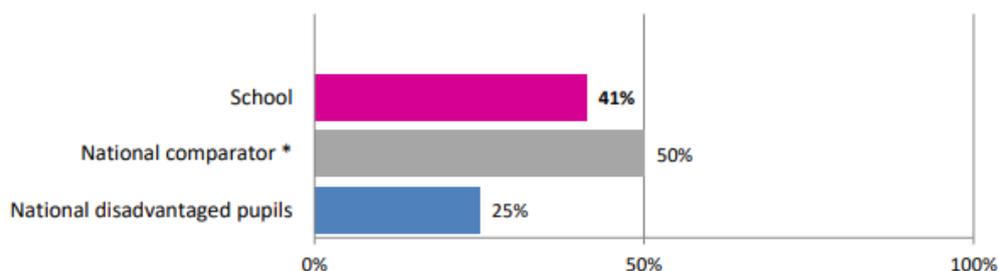
As such, the largest gap lies with our HPA (higher prior attaining) sub-group. On further analysis, the biggest barrier to learning for these students was related to attendance and therefore this is an area for greater focus in the 2019-20 academic year.

Basics 5+:

The following graph provides further detail on the relative success of this year's DS cohort in the Basics measure at 5+:

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths

Number of disadvantaged pupils = 17



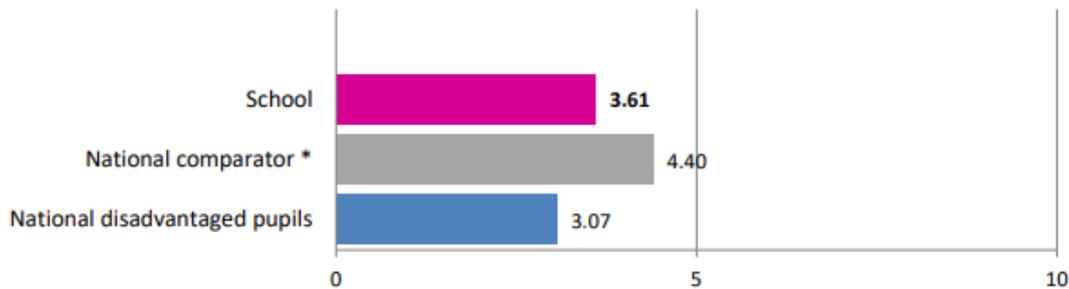
As the graph shows, whilst a small gap in attainment at 5+ Basics still exists, ***the PP cohort at Hele's in 2018-19 performed significantly better than other DS youngsters across the country.*** The proximity now to both 'all pupils' at Hele's and to the national comparator of Non-DS youngsters nationally is hugely pleasing, however, it is pertinent to note that the lower performing of the two

subjects for this measure continues to be maths and therefore a significant drive on this area of the curriculum for the full DS cohort will be required in 2019-20.

EBacc Average Point Score:

Disadvantaged pupils' English Baccalaureate average point score

Number of disadvantaged pupils = 17



Once again, despite there still being a clear gap between the performance of the DS cohort and that of Non-DS cohort nationally, it is pleasing to see that **Hele's DS students outperformed their DS counterparts across the country by over half a grade**. This provides a solid springboard on which to focus further efforts in the next academic year. Following English and maths, Science and Humanities were the next highest performing subjects across the Baccalaureate subjects, with 35% of DS students gaining a strong pass in these areas. Languages was the weakest of the Baccalaureate subjects with only a 12% pass rate for DS students, however, this is reflective of the comparative pass rates for Hele's non-DS students across these subjects and therefore there is already a wider Teaching and Learning issue which is currently being addressed. For Science and Humanities, the emphasis will be on developing strategies to work with the DS with a view to increasing pass rates to be in line with Basics measures. This work continues through the 2019-20 Strategy, however without improvement in MFL, the impact of this on the EBacc measure will be hindered.

Bucket Progress:

Whilst we continue to strive to close the gaps between the national comparator of non-DS students nationally and our own DS cohort, it is heartening to know that Hele's DS students, who face the same barriers to learning and difficulties outside of school as their national counterparts, are performing to a higher standard. The only exception to this is in the Open Bucket where we see a significant gap in terms of progress. Whilst this is reflective of all pupils at Hele's School in 2019, there has been a significant improvement in this area for the wider cohort, whilst the DS cohort continues to lag behind. As such, this will be a particular focus throughout the 2019-20 Strategy to ensure that presenting barriers are removed and DS students are supported to be successful across the full curriculum. The RSL process will be particularly pertinent to this drive for equitable success and be used as a medium through which to hold staff and leaders to account for the performance of

DS students across their full suite of qualifications.

Progress 8 by pupil group

Pupil group	Cohort	Progress 8 adjusted score		Progress 8 unadjusted score		Pupils with adjusted score	English element		Mathematics element		English Bacc element		Open element	
		School	National Benchmark 2018	School	National Benchmark 2018		School	National Benchmark 2018	School	National Benchmark 2018	School	National Benchmark 2018	School	National Benchmark 2018
		All pupils	199	0.04	-0.02		0.04	-0.03	3	0.07	-0.04	-0.01	-0.02	0.35
Male	103	-0.08	-0.25	-0.09	-0.26	1	-0.15	-0.44	0.10	0.00	0.30	-0.18	-0.57	-0.41
Female	96	0.18	0.22	0.17	0.21	2	0.31	0.38	-0.13	-0.05	0.40	0.13	0.06	0.35
Disadvantaged*	17	-0.41	0.13	-0.41	0.13	0	-0.24	0.11	-0.26	0.12	-0.19	0.15	-0.85	0.12
Ever 6 FSM*	17	-0.41	0.12	-0.41	0.12	0	-0.24	0.11	-0.26	0.11	-0.19	0.14	-0.85	0.11
Children Looked After	0	-	-0.01	-	-0.02	0	-	-0.03	-	-0.01	-	-0.02	-	-0.03

Spending Summary 2018-19

After the general expenditure for Pupil Premium students, the spending of this year’s income was split into two main categories – Academic and Pastoral Support. 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 findings 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.

Whilst it is impossible to attribute any single strategy to the success or failure of a student or group of students, an evaluation of strategies is important in order to inform future planning. Strategies are ranked from low to high in terms of their perceived impact, with both qualitative and quantitative data used to support judgements. The strategies, their costs, the impact and resulting next steps are outlined below:

Academic Support:

STRATEGY	SPEND	IMPACT	NEXT STEPS
Y11/10 maths 1:1 tutoring	£8580	Medium: Qualitative SV data suggests this strategy offered high impact to the students concerned, however the restricted time frame (Jan start) make quantitative data unreliable.	Run for a further full academic year with all PP students receiving 1 hour/week in small group sessions. Increase communication between Maths department and SG (Tutor) to ensure continuity of approach. Quantitative analysis to be undertaken following 2020 results.
Y11 maths/English tutor time intervention sessions	£12,207	High: In Maths, of the 40 students involved over the two classes, 7 students improved by two grades, 9 by one grade, 17 stayed the same and 7 dropped a grade when	This intervention will continue through into 2019-20 with stable staffing secured and groups selected on the basis of their commitment to learning

		<p>compared to IA1 Post Mock Secure outcomes. This offered a conversion rate of +9, with 24/40 (60%) achieving a grade 5 or better.</p> <p>In English, of the 27 students involved over the two classes, 1 student improved by three grades, 6 students improved by two grades, 12 by one grade, 6 stayed the same, with 1 student dropping a grade and 1 dropping two grades.</p> <p>Overall, this gave a conversion rate of +17, with 21/27 (78%) achieving a grade 5 or better.</p>	<p>and potential to gain a grade 5+. A higher representation of DS students to form the English groups due to no 1:1/small group offer for English.</p>
Y11 Science tutoring	£840	<p>Low:</p> <p>Uptake for this intervention was low and therefore there was no notable impact, other than SV from the student who did attend who found it very useful.</p>	<p>Science to consider how they engage with DS students and their parents to ensure broader coverage of their intervention and higher take up rate.</p>
Invitations to all disadvantaged students to attend Study Café/Club 11	<p>£4,465 +£2,843 + £977</p> <p>£120</p>	<p>Medium:</p> <p>2 students began at Club 11 but did not remain for the full duration of the course. Study Café was well-attended by DS students but it is difficult to measure the impact on final outcomes.</p>	<p>Strategy to remain in place in 2019-20 to provide DS students with a suitable place to study after school hours, 1:1 support from Study Café staff and ready access to revision resources.</p>
Easter Residential	£3500 approx.	<p>High:</p> <p>Of the 15 DS students who went to Easter School at Heatree, 9 saw an improvement on the predicted grades in the final summer outcomes when compared with IA2 secure. In addition, SV showed that it had increased students' confidence and provided useful modelling of the revision process.</p>	<p>Easter School to run again in 2019-20 with continued focus on English and maths input but support around revision across the full suite of qualifications to address the gaps with Open Bucket performance.</p>
Enhanced CIAG for all disadvantaged students (Years 10 and 11)	£249.85	<p>High:</p> <p>All DS students were provided with an additional 1:1 Careers Interview, with</p>	<p>Strategy to be repeated in 2019-20 with significantly larger cohort. Greater tutor</p>

	£660 + £195	in-school follow up around applications to support next steps. As such, the only potential NEET from this cohort is the student denoted as 'Child Missing in Education', to whom we did not have access in Year 11. It is unclear the impact of having a final goal has on outcomes for students, however this cannot be underestimated.	support may be required to facilitate this.
MADs Intervention	£449.70	Low: Whilst the 4 students in this category were seen regularly to support around higher level revision and to receive coaching and mentoring, this was hampered by poor attendance and a lack of desire to engage.	Look at alternative ways to engage with MADs (More able disadvantaged) through the curriculum rather than by singling them out (in response to SV) and increase focus on attendance for this sub group if a similar pattern emerges in Y11 2019-20.
Stretch the more able PP students (MADs)	£3,840	Medium: A number of DS students are currently enrolled in the Hele's Centre of Excellence, accessing a wide range of supra-curricular opportunities.	Look to increase the proportional representation of DS students in the Centre of Excellence and increase focus on this sub-group more broadly through the RSL process.
TA in class and intervention support	£62,146	Medium: Where we have students who have both SEN and are disadvantaged, a number of these students benefit from having a TA in lessons which they may not otherwise have. Whilst it is difficult to ascertain the impact of this support directly, in supporting around the specific SEN, we are having a direct impact on the potential academic outcomes of these students. Likewise, where these staff provide support for students with access arrangements linked to SEN, this enables	Continue to provide TA support to those students where there is a crossover of SEN and PP need. Continue close links between leads for Exams, PP and SENCo to ensure that all students have the support required to perform to the best of their ability.

		students to perform to the best of their ability in exams.	
Homework Club	£1,753	Medium: A number of students at KS3 attend Homework Club and as a result establish good learning habits early in their Hele's career. SV shows that students feel supported to experience success with homework and are rewarded through achievement points which they consider motivational.	Homework Club to continue in its current form.
Departmental & SLT walkthroughs built into Monitoring & Evaluation schedule to keep priority of needs up to date particularly with disadvantaged students who are not making progress despite interventions.	£749.55	Medium: Whilst this strategy takes place, it remains somewhat inconsistent in its delivery across departments and there is no quantitative evidence that outcomes have improved as a result of this strategy alone. It does form part of a bigger picture around accountability of staff, however, and as such is an important aspect of the Monitoring and Evaluation cycle.	Strategy to remain in place with greater accountability on HODs through the DIP process to ensure all staff are regularly questioned and held to account around DS students at classroom level.

Pastoral Support:

STRATEGY	SPEND	IMPACT	NEXT STEPS
Improvement in attendance at KS4	£1,045	Medium: Those students and families who have engaged with the Attendance strategy this year have seen significant gains as a result with 17 PA students recording 100% attendance during the focus period this year. For these students, impact was high, however, there are still a significant number who did not engage and therefore the impact was very low.	Continue to run focus periods throughout the year and reward both student and parent for marked improvements. Consider wider strategies to tackle the more stubborn attendance issues, particularly at KS4.
Allowance per pupil x £150	£24,750	Medium:	Continue to offer personalised allowance

		<p>Despite regular reminders sent to parents throughout the academic year, there is still only a 72% uptake of the personal allowance. However, for Aspirations Week which is where most parents spend the money, 34% fewer students were without an activity last year, with only 2 DS students in the 'All Sorts' group and staff now far more aware that they can check a student's allowance to enable them to access more expensive activities before contacting parents. Broader use of the allowance too by Pastoral staff when tackling uniform and attendance in order to remove individual barriers.</p>	<p>to enable staff and students to tackle individual barriers to learning and increase cultural capital through extra-curricular activities.</p>
Pastoral Support Programme	£42,181	<p>High: DS students, along with non-DS students continue to benefit from a strong Pastoral Support Programme at Hele's. Additional 1:1 time with the HOH this year in completing individualised Pen Portraits has been well-received by students through SV and HOH report knowing this sub-group of their cohort far better as a result. Research shows that the inclusion of LORIC skills in the Tutor Programme has a disproportionately positive impact on DS students which was one key driver for its introduction this year. Class Charts data shows no gap between DS and non-DS students receiving behaviour</p>	<p>Pastoral Programme to continue as is, with the exception of the LORIC programme which was designed to be delivered in horizontal rather than vertical tutor groups. A replacement for this will be a focus on Knowledge Organisers which research again shows can have a disproportionately positive effect on the progress of DS students if used properly.</p>

		points for missing equipment and homework concerns.	
Improve parental engagement	£150 + £349 Use of Reception staff/ PSMs to call parents HOH Time	High: Use of Reception staff and PSMs to call Parents prior to a Parents Evening has had a significantly positive effect with between a 32% and 58% increase in attendance recorded across the year groups. Engagement has been lesser at events such as the School Play/Music Concerts etc. where parents and DS students have received free tickets, however we did have an increase of 200% in the uptake of School Play tickets this academic year.	Continue to undertake coordinated personalised calls and bookings for parents who have not made an appointment for Parents Evening. Continue to offer free tickets to School events but also seek new ways to engage more widely with PP parents.
Plymouth Argyle Mentoring Programme	£1500	Medium: A very small cohort of students undertook this intervention therefore it is difficult to ascertain the impact level. SV was very positive, however data relating to behaviour points following the intervention does not support it having had the desired impact on the behaviour of individuals.	This strategy will not be repeated in 2019-20.
Staff mentor (boys)	£25,705	Low: Whilst this strategy has been deemed medium and high impact in previous years, the barriers which presented in the cohort this year were not those which lent themselves to this particular intervention, meaning it had little impact this academic year.	This strategy will not be repeated in 2019-20.
Continue funding for Accelerated Reader	£2,963	High: Termly statistics produced by the Librarian on the progress of all students in Y7 & 8 show no gap between DS	Strategy to continue for its third and final year of the agreed funding provided in 2016-17 academic year.

		students and others. DS students are regularly rewarded for their efforts and receive public recognition of their success.	
Humanutopia Stage 1 (Who am I?) Workshops	£5,899 for 1 & 2	Medium: For the first time this year, a small number of DS did not engage in the Who Am I? day, focussing on building self-esteem, positivity and forward planning. SV from those who participated continued to be highly positive.	Continue in 2019-20 but mitigate risk of opt-out by greater input from HOH in advance of the day to address any students who might suffer with the content of the day. Greater information sharing with parents too so that they can support in getting their children to partake.
Humanutopia Stage 2 Heroes Training and 5Live Day		High: This day working with Y5 continues to receive exceptionally high evaluations through SV following the event. This year, 73% of those trained as Heroes went on to become in-school mentors for Y7 students which was a good marker of the success of the event.	Continue as is in 2019-20.
Provision of Super 6 equipment for PP students	£299.40	High: Only 8% of the entire PP cohort from Years 7-11 received a behaviour point for missing equipment in 2018-19, suggesting pupils were equipped for learning and able to fully engage in lessons.	Continue in 2019-20, with the ability for PP students to exchange defunct equipment (e.g. whiteboard pens which have run out) for new equipment free of charge on presentation of the original.