

Pupil Premium 18-19 strategic plan for expenditure received

Pupil Premium impact review of expenditure 17-18

Ark William Parker Academy



Pupil Premium impact review of expenditure 17-18

Ark William Parker Academy has a Pupil Premium Grant allocation of £190,740 for the coming academic year (in contrast to £204,344 in 17-18). This funding is given with a specific remit of diminishing any differences between PP students and those who are not PP. Schools should seek to lessen their in-school differences and also to ensure that their PP students perform better than non-PP 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 2017 RAISE Online (2018 RAISE not available until November/December), the following is evident:

Historic data (summer 2018 results)	<ul style="list-style-type: none">• For 2017/2018 the progress 8 for PP students is -1.• 4-9 English and maths has a gap of 27%• 5+ 4-9 PP gap is 25%.• English Ebacc gap is 23%.• Maths Ebacc gap is 23%• The attendance for PP students, 2017/2018, is 3% lower than non PP students (95.8%). (4% in 2016) Attendance in the school has risen for PP students this year as well as non PP students, the gap has not widened.• PP students on average had less eligible subjects counted in the progress 8 measure than non-PP students did.• PAs for PP students is at 22.9% - 13% higher than non PP. The gap has not widened despite an improvement in this area.• FTEs for PP is marginally higher, averaging 2.2 days (per exclusion) for non PP vs 2.4 for PP.
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The impact has been reviewed regularly throughout the year – both through qualitative information and through analysing the data at key data input points. Further, individual subject trackers have been used to see how students are doing at a micro level. We adapt our support and our plans for further work in the light of this evaluation.

Impact of this expenditure

The above strategic expenditure has had an impact of diminishing the differences between PP and non-PP students, although we still have much to do to close the gap and to enable PP students to exceed non PP students.

Attendance reported for the year 17-18 currently looks like:

	16-17 Pupil Premium		17-18 Pupil Premium		18-19 Pupil Premium Autumn Term	
	Yes	No	Yes	No	Yes	No
Year 7	91.3	95.00	93.4	96.5	96.5	97.4
Year 8	91.0	95.3	93.2	96.3	93.5	96.7
Year 9	89.9	94.7	91.7	94.9	93.3	96.1
Year 10	90.9	94.3	90.8	95.5	90.2	94.6
Year 11	83.1	83.1	91.8	96.3	95.2	97.0
Combined years 7-11	91.5	94.7	92.4	95.8	93.9	96.4

Overall attendance in 2017-2018 has improved:

2015/2016	PP 89.2%	non PP 92.4%
2016/2017	PP 91.5%	non PP 94.7%
2017/18	PP 92.4%	non PP 95.8%
2018/19 AU1	PP 93.9%	non PP 96.4%

The 1% raise has occurred for the PP students, but also across all groups of students. Attendance in 2018-19 during the Autumn term shows further improvements. Attendance is improving year on year.

Progress and Attainment

With regard to academic outcomes, it is clear that:

- Progress, although improved, was still below national average for all students and -1 for PP students.

Subjects where there is **little or no difference in progress against target grades for PP students** compared to non-PP students in the 2018 summer results:

- Business Studies
- Chemistry
- Computer Use
- Geography
- Physics
- BTEC Sport

There was no gap at all in Business Studies or Computer Use where all students met or exceeded their target grades.

Pupil Premium 18-19 strategic plan



Ark William Parker Academy had a Pupil Premium Grant allocation of £190,740 for the academic year 2018-19

Main barriers faced by eligible pupils 2017/2018

We know that the main barriers to learning for our PP students are:

- Literacy skills on entry: 42% of PP students in year 7 have a reading age below 10 years. 30% of non PP have a reading age below 10.
- 37% of year 7 2017/2018 are PP.
- Higher prior attaining (HA) PP students are making significantly less progress in KS3 which hinders progress in KS4.
- HAPP students at KS4 are making less progress than non PP HA students. (2017 results show HA PP progress 8 is -1.)
- A lack of aspiration of some students, mostly PP.
- The dis-engagement and behaviour of some PP students in years 10 and 11, has a detrimental impact.

Current data (Yr 10 summer 2)	<ul style="list-style-type: none"> • 27% of students are PP. • The progress 8 gap for PP is -0.4 - a significant improvement on the end of year 11 2018, but still far too large. • The attainment 8 gap is 0.8. • 5+ English and maths has a gap of 10% • 4+ English and maths has a gap of 13%. • Similarly the 5+ 4-9 including English and maths is an 12% difference. • This is endorsed with the English Ebacc gap where 42% of the PP students are achieving English Ebacc against 57% of the non PP students – a 15% gap. <p>The gap however, is closing when compared to the summer results. We now need to accelerate the closing on the progress and attainment gaps.</p> <ul style="list-style-type: none"> • The persistent absence (PA) gap for PP students is 12%. • The attendance gap of 3%. <p>The attendance gap is closing.</p>
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There are the following numbers of PP students in the academy at the start of the year 2018-19:

Year 7	52
Year 8	48
Year 9	41
Year 10	34
Year 11	25

Whilst results show an improving picture both for non-PP and PP, there remains a gap which must rapidly and significantly diminish and this is driving our focus with our spend for 2018-19. We are clear that all funds must be directed exclusively at our PP students and must tackle the key issues of:

1. Literacy skills
2. Attendance
3. Lack of aspiration
4. Core skills – English, Maths, Science
5. Application to work and ability to succeed in a range of subjects including readiness for the exam environment and good use of time during controlled assessment phases

It can be seen that priorities for the use of funds in the year 2018-19 are focused around English and Maths, EBACC subjects, and intensive support for those who most need it. There will also be a focus on HAP PP students, through direct intervention from MyTutor for 1:1 on online intervention tutoring in Maths, English and Science. Detailed tracking is in place as a universal offer, as is curriculum review and tight monitoring of progress. This will be linked to tracking of behaviour, attendance and aspiration.

All PP students this year are taking the full 8 subjects that make up the progress 8 buckets. This is a significant step forward from the previous year.

There are two further issues to consider when understanding this expenditure. Firstly, it is very hard to recruit staff to East Sussex schools and, as a result, more of our funds are being spent on well-known and proven companies such as MyTutor to support students with revision and study skills. This ensures that students gain the range of high-quality support they require whilst recognising the capacity that exists locally.

Secondly, there is a section of the PP students who have a particular vulnerability and for whom the greatest amount of support will be necessary to help them achieve in line with their peers. Some of these monies will therefore be directed at all PP students and some will be used more for those with the most in need, particularly if they are HA PP.

The majority of our expenditure for 2018-19 is already determined and is as follows. There are several areas where we recognise a need to invest further resourcing and we are currently ensuring that we get best value with the funds available. These are identified below and the specific work and expenditure will be listed and this report updated once all details are finalised.

Area of need	Action being taken	Year group(s) covered	Cost expected	Covers which points
Attendance team lead to ensure rigorous action taken on daily basis with a focus on improving attendance for PP students	Attendance team is now embedding, Attendance Officer, Heads of House (non-teaching), admin support and Head of Attendance. TLR cost for the Head of Attendance.	7-13	£7,000	1,2
Improved attendance and aspiration with better support for families and for students in applying themselves to learning and the exam context.	Heads of House (3) appointed who are non-teaching. Allows high visibility and detailed involvement with most vulnerable students to support attendance, behaviour, welfare and attitude to lessons/learning/exams. Contribution to these salaries.	7-11	£35,000	1,2,4
Need to improve behaviour and attitudes to learning	Behaviour support officer appointed who is non-teaching. Supports high visibility, works to reduce poor attitudes to learning, intervenes where the need is	7-11	£30,000	2, 3, 5

Improved outcomes in three core subjects.	Provision of extra 1:1 tuition for identified group of PP students whose parents have signed up for commitment to the whole package. English, Maths, Science.	11	£25,000	2, 3
Need to build belief in ability to succeed and grow a range of work-ready skills	Provide access to the LIBF course for PP students early in the year to a) improve financial literacy skills, b) build self-belief and aspiration and c) provide a wider opportunity for a portfolio of valuable foundation courses which also increase work readiness in an Opportunities Area where young people are recognised as needing extra support to reach positive employment outcomes.	11	£15, 000	2, 3, 5
Need to improve student aspiration and understanding of importance of education.	Careers & aspirations work to be implemented at William Parker specifically for the PP students in KS4, but to impact all PP students. Focus on STEM in the early years.	7-13	£7, 000	3, 5
Need to raise outcomes in all subjects	Staff intervention in holidays @£25 per hour for those not on leadership scale	11-13	10,000	3,4
Need to improve core skills for PP students as early as possible during secondary years	Literacy work for students who are below expected standard is overseen by the Literacy Co-ordinator and is an embedded part of the academy's practice. This includes withdrawal work and regular monitoring to assess impact.	7-9	Not taken out of this grant funding, from core academy budget	1, 3
Need to get KS3 students up to national standard upon arrival	Intensive catch up work needed for year 7/8s below national standard	7-8	£9,000	3
Increase progress in English and maths for PP students	Use of external consultants to support intensive revision days during year 11.	11	£10,000	3
Increase the progress of PP students in core subjects.	Use of external consultants to support intensive revision sessions just prior to exams in English and Maths at each assessment point.	11	£10,000	4
Co planning support and training to target HA PP students.	Contribution to the work of Ark network leads for which the academy pays on an annual basis - in core subjects.	7-13	£5,000	1, 3, 4

We shall review impact at each assessment point and through our in house monitoring and tracking systems. The final impact will be reviewed in August 2019 when we examine the summer outcomes and decide which actions had the most impact, which are worth repeating and which need to be rethought, as we have done from 2016 -2017 into 2017-2018.