

Pupil Premium 17-18 strategic plan for expenditure received

Pupil Premium impact review of expenditure 16-17



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Ark William Parker Academy has a Pupil Premium Grant allocation of £204,344 for the coming academic year (in contrast to £219, 725 in 16-17). 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 2016 RAISE Online (2017 RAISE not available until November/December), the following is evident:

<p>Historic data (RAISE 2016/Ofsted dashboard)</p>	<ul style="list-style-type: none"> Disadvantaged pupil progress 8 was significantly below national (-1.3) and significantly lower than non-disadvantaged pupils: -0.9 gap. 4-9 English and maths has a gap of 21%. 5+ 4-9 incl English and Maths 19% gap. English Ebacc element gap of 25%. Maths Ebacc element gap of 32% Higher absence for PP students (91.5/94.7) PAs of PP is 15.5% higher than non PPs. Higher FTEs for FSM students (25/20) P8 in English, Maths, Physics, Chemistry, and Humanities lower for PP students.
<p>Historic data (summer 2017 results)</p>	<ul style="list-style-type: none"> For 2016/2017 the progress 8 for PP students is -0.7 and this is a positive upward trend by 0.6. The progress 8 gap for PP is -0.7. 4-9 English and maths has a gap of 13%. 5+ 4-9 PP gap is 13%. English Ebacc gap is 15%. Maths Ebacc gap is 9% The attendance for PP students, 2016/2017, is 3% lower than non PP students (95%). (4% in 2016) 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 26% - 13% higher than non PP. (it was 17% difference in 2016). FTEs for PP is marginally higher: 32 vs 31 for non PP.

Impact review of expenditure in 2016-17

Purchase area	Money allocated to this area	Impact in 2017
English and Maths intervention tutors (graduates) – full time	75,000	4-9 Eng + Ma gap reduced from 21% to 13%.
Holiday, weekend and after school – intervention from current staff	5,000	
Expert instructors in to prep for papers in foundation subjects where no network lead available and expert identified and known	10,000	Progress 8 outcome improved to -0.7.
Residential or staycation revision weekends for key EBACC subjects if staff willing to run.	5,000	Progress 8 outcome improved.
Purchase of revision guides for all students in all subjects	£3500	
Production and distribution of packs of exam questions for Maths for all students to work through	£2,000	Maths Ebacc gap reduced by 23%.
Cost of printing exam papers for regular mock practice through the year – percentage of	£1,000	
Use of external consultants to support outcomes for students in English and Maths – with a particular focus on students who are fearful or unwilling to engage with the exam environment – which will lead to underachievement; aim of building resilience and overcoming the barriers they face to working meaningfully in the exam context.	£11,200	4-9 Eng+Ma gap reduced from 21% to 13%.
Use of external consultants to support PP students in meeting nationally expected standards by the end of year 7 – who arrived below this standard.	£8,600	Yr 7 English end of year progress gap reduced by 0.2. Yr7 reading group: 42% 6 months+ progress, yr8 100% 6 months+.
MADE training bought in to support students in knowing the value of their exams, how to revise and study independently	£11,000	5+ 4-9 inc En+Ma gap reduced from 19% to 13%.
Use of external consultants to support intensive revision days just prior to exams in English and Maths	£10,000	As above
Contribution to the work of Ark network leads for which the academy pays on an annual basis - in core subjects	£10,000	5+ 4-9 inc En+Ma gap reduced from 19% to 13%.
Reallocation of use of key staff who had been running BRIDGE provision in the Academy who will now focus solely on PP students – with regards to attendance, exclusion-related issues and behaviour and academic performance x 2 staff	£69,900	Persistent Absence gap reduced from 17% to 13%. % 1+ exclusion gap reduced 1.
Total expenditure	222,200	

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

There has been a lot of change in 2016-2017, including a new Principal in post and positive monitoring visits outcomes at Ark William Parker. 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 16-17 currently looks like:

	Pupil Premium	
	Yes	No
Year 7	91.3	95.00
Year 8	91.0	95.3
Year 9	89.9	94.7
Year 10	90.9	94.3
Year 11	83.1	83.1
Combined years 7-11	91.5	94.7

Overall attendance in 2016-2017 has improved:

2015/2016	PP 89.2%	non PP 92.4%
2016/2017	PP 91.5%	non PP 94.7%

The 2% raise has occurred for the PP students, but also across all groups of students.

Progress and Attainment

With regard to academic outcomes, it is clear that:

- Progress, although improved, was still below national average for all students and -0.7 for PP students.
- Although the gap has narrowed, PP student progress is still -0.5 behind the non 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 2017 summer results:

- Biology
- Chemistry
- Spanish
- Business studies

Whilst there was still a gap, in Business Studies, 60% of PP students exceeded their target grade with 80% achieving or exceeding it.

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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: 45% of PP students in year 7 have a reading age below 10 years. 24% of non PP have a reading age below 10.
- 40% of year 7 2017/2018 are PP.
- Higher attainer (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 -0.7.)
- A lack of aspiration of some students, mostly PP.
- The dis-engagement and behaviour of some PP students in year 11, has a detrimental impact.
- A legacy curriculum limited the number of subjects all students would be studying, particularly PP students.

Current data (Yr 10 summer 2)	<ul style="list-style-type: none"> • 30% of students are PP. • The progress 8 gap for PP is -0.3 - a significant improvement on the end of year 10 2016, but still far too large. • The attainment 8 gap is 0.4. • 4+ English and maths has a gap of 13%. • Similarly the 5+ 4-9 including English and maths is an 11% difference. • This is endorsed with the English Ebacc gap where 11% of the PP students are achieving English Ebacc against 19% of the non PP students – an 8% gap. <p>The gap however, is closing when compared to the summer 2016 end of year 10 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 10%. • The attendance gap of 5%.
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There are the following numbers of PP students in the academy at the start of the year 2017-18:

Year 7	33
Year 8	36
Year 9	36
Year 10	26
Year 11	35
Year 12 (boys only) (students who were identified as PP when in year 11)	4
Year 13 (boys only) (students who were identified as PP when in year 11)	6

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 2017-18. 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 and application to work across all subjects; exam readiness in all subjects
4. Core skills – English, Maths, Science

It can be seen that priorities for the use of funds in the year 2017-18 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 outside agencies including PETXi. Detailed tracking is being put 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.

This is aligned with the immediate review of curriculum for any PP student who is not currently taking eight robust subjects to ensure that the provision made for them is aspirational and appropriate and is not limiting next steps for any of these young people.

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 Petxi to support students with revisions 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 2017-18 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
Improved attendance to allow for higher outcomes	Appointment of additional attendance staff member with proven impact on reducing truancy (1-year full-time contract)	7-11	£30,000	1,2
Creation of attendance team with new lead to ensure rigorous action taken on daily basis	New team has been created of 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
Improved outcomes for PP students in all subjects.	Deployment of staff member to be in-school lead for PP students: monitoring outcomes, organising intervention and providing in-class and withdrawal support	11	£40,000	1,2,3,4

	for those in need, with particular focus on foundation subjects.			
Improved outcomes in three core subjects.	Provision of extra tuition days for identified group of PP students whose parents have signed up for commitment to the whole package. English, Maths, Science.	11	£41,447.50	2, 3
Need to build belief in ability to succeed and grow a range of work-ready skills	Provide access to the Microsoft Office Specialist course for PP students early in the year to a) increase IT 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	£13,356	2, 4
Need to improve student aspiration and understanding of importance of education.	Firing Up Young Minds bus to come to AWP for a day and then consider further work beyond that. Parker 25 Careers & aspirations work has been planned by UCS team at Ark specifically for the PP students in KS4	11	FOC £5,000	3
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	4
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	TBC	4
Need to raise outcomes earlier for KS3 students in basics	Buy in support in core subjects for year 10 students to get them up to the same standard as non-disadvantaged students in readiness for year 11.	10	TBC	4
Work with external consultants to improve outcomes in foundation subjects for disadvantaged students	Buy in external support for Parker 25 group as needed to support raised outcomes in non-core subjects	11	TBC	3
Total allocated as at September 2017			£181,803.50	
Amount remaining			£22,540.50	

The sum remaining above is to be spent on the final three items where providers and costs are to be confirmed and arranged – dependent upon need. They are intentionally left unallocated until clarity is gained on the best provision available to meet these needs.

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 2018 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 2015 -2016 into 2016-2017.