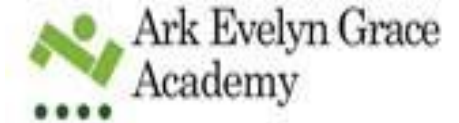


Pupil Premium 2017-18 Strategic Plan for Expenditure
Received – TBC after the October 2017 Census

Pupil Premium Impact Review of Expenditure of 2016-17



Evelyn Grace Academy

In the Impact Review, the Academy reflects on which aspects haven been successful in the spending of the Pupil Premium allocation to allow us to consider which aspects to continue, which to amend and which require improvement. The precis below is based on data to review (a) academic targeted support (b) social targeted support. This ensures that the conclusions drawn below are supported in a rigorous fashion.

Ark Evelyn Grade Academy has a Pupil Premium Grant of £553, 987.50 for the current Academic Year 2016-17. The total number of students eligible for Pupil Premium 2016-17 are 602 out of 855 students, 71% of the academy’s population. This figure is much higher than then national average. Those eligible for the funding are those registered for free school meals (FSM).

Current Attainment - August Estimate Results 2017

Based upon the Summer 2017 estimate Results Data

Headline Measures	Pupils eligible for PP (national average 2016)	Pupils not eligible for PP
Progress 8 average	-0.2 (-0.32)	-0.1
Attainment 8 average	3.9 (4.8)	4.2
% achieving both English and Maths GCSEs (9-5)	29	35
% achieving both English and Maths GCSEs (9-4)	53 (43)	56
% achieving English Baccalaureate	20 (12)	27

The Pupil Premium Students at Ark EGA perform better than Pupil Premium Students nationally, with regard to their progress 8 scores (2016 national data), which demonstrates that the Pupil Premium funding is well allocated to support Pupil Premium Students at the Academy and will continue to do so. The attainment of our pupil premium students still fall below national for the same group and this is partly due to these students lo starting points. However, further thought needs to be given to strategies focused on raising attainment. Nonetheless, the Non Pupil Premium Students have performed better than the Pupil Premium students at Ark EGA 2017 and therefore, the allocation of Pupil Premium

funding has been reviewed with this in mind for 2017-18 so that the Pupil Premium students can narrow the gap with Non Pupil Premium Students at Ark EGA.

Current Data – August 2017 Estimated Results

- The Progress 8 score for PP Low Prior Attainers (-0.1) is higher than PP Mid Prior Attainers (-0.4) and also the PP High Prior Attainers (-0.5) which is a continuing trend.
- The Progress 8 Score for Non PP Low Prior Attainers is -0.6. Therefore, PP Low Prior Attainers have also made more progress than Non PP Low Prior Attainers which is encouraging.
- The Progress 8 Score for Non PP Mid Prior Attainers is +0.4 which is significantly higher than the Progress 8 Score for the PP Mid Prior Attainers. However, the Non PP High Prior Attainers made the same progress as the PP High Prior Attainers (-0.5).
- The Attainment 8 Score for PP Low Prior Attainers (2.3) is lower than PP Mid Prior Attainers (3.6) and also the PP High Prior Attainers (5.0) which again is a continuing trend and demonstrates that although PP Low Prior Attainers make more progress than the Mid and High Prior Attainers, these students do not achieve the successful grades needed.
- 0% of PP Low Prior Attainers achieved English and Maths and Ebacc at 9-5 and only 7% of PP Low Prior Attainers achieved English and Maths at 9-4 and 9% achieved Ebacc at 9-5.

Barriers to learning and attainment faced by students eligible for pupil premium 2016/17:

The barriers and challenges faced by disadvantaged students at Ark Evelyn Grace Academy are varied and complex. Key barriers identified include:

In school barriers to be addressed by the school

A high proportion of students eligible for pupil premium arrive in year 7 with low levels of literacy and/or numeracy which hinders their ability to access the curriculum, to work independently and confidently and make expected progress.

Some students eligible for pupil premium with high and middle prior attainment do not make expected progress and require more targeted support and intervention to achieve their potential and raise aspiration

Some students eligible for pupil premium have low language levels and require speech and language, EAL or other appropriate support

Some students eligible for pupil premium experience social, emotional and mental health issues which affect their behaviour and attendance and hinder progress

External barriers to be addressed by school and other agencies

Some students eligible for pupil premium come from homes where parental support and engagement is lacking
 Some students eligible for pupil premium live in homes where financial and other socio-economic factors impact their attendance and attainment
 Some students eligible for pupil premium experience safeguarding and other welfare issues which affect attendance and attainment
 Some students eligible for pupil premium live in neighbourhoods where gang culture and other criminal activity present challenges for their safety and wellbeing.

Strategy	Approximate Cost	New or continuing activity?	How will this be monitored?	Outcomes/impact?	Link to Academy Development Plan
Literacy resources/ intervention programmes including: Lexia, SRA resources, licences for Accelerated Reader, books for DEAR to improve reading skills and provide students with reading strategies to support higher attainment in assessment and exam	£20,000.00	Continued	Monitored by AMA. <ul style="list-style-type: none"> GCSE exam results Internal assessment data for English and all literacy-based subjects Attendance registers for reading programmes Completion of stages of reading programmes 	Rationale: Purchase of resources to improve reading skills across all year groups who require support in literacy with a particular focus on SEN students.	Strategic priority 1, 2
Numeracy resources / intervention Programmes including: After school/Breakfast intervention for KS3 students for Improvement in numeracy outputs through intensive tuition	£22,000.00	Continued	<ul style="list-style-type: none"> GCSE exam results Internal assessment data Registers of participation in intervention programmes 	Rationale: Improvement in numeracy outputs through intensive tuition	Strategic priority 1, 2

Maths catch-up classes for KS4 students For targeted KS4 Pupil premium students who require support in Maths throughout the academic year	£15,000.00	Continued	<ul style="list-style-type: none"> GCSE exam results for Maths 	Rationale: Significant improvement in results within Maths through intensive tuition	Strategic priority 1 and 2
English catch-up classes for KS4 For targeted KS4 Pupil premium students who require support in English throughout the academic year	£15,000.00	Continued	<ul style="list-style-type: none"> GCSE exam results for English 	Rationale: Significant improvement in results within English through intensive tuition	Strategic priority 1 and 2
CPD Teaching and Learning training for teaching and learning support staff available for teachers across all year groups and all abilities to improve their practice with students eligible for PP	£9,000.00	Continued	<ul style="list-style-type: none"> Increased knowledge better results 	Rationale: Improve subject knowledge Secure consistently good practice Increase practice that is outstanding Enable teachers to give consistently high quality feedback to students	Strategic priority 1

<p>AEGA secondary transition programme for new year 7 students beginning KS3 An initiative to identify the learning and other needs of those joining the new year 7 cohort</p>	<p>£18,000.00</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Number of students with post-16 formalised destination after EGA 	<p>Rationale:</p>	<p>Strategic Priority 3</p>
<p>Music Tuition Tutors Programmes Instruments for Pupil premium Pupils across all year groups who have shown an interest in musical tuition. Tuition takes place over the whole academic year</p>	<p>£42,000.00</p>	<p>Continued</p>	<p>Monitored by JHU</p> <ul style="list-style-type: none"> • Pupils attending scheduled tuition, Positive feedback regarding attitude to study by Pupil. • Student performances and participation in internal/external show case events • Instrumental gradings 	<p>Rationale: PP students attend scheduled/intensive tuition and learn the value of sustained effort to achieve tangible outputs. Pupils are able to further develop their musical skills and talents increasing their choice in GCSE options and improving attainment at all stages</p>	<p>Strategic Priority 1, 2, 3 and 4</p>

Individualised vocational curriculum for KS4 Pupil premium KS4 students who will benefit from a combination of academic subjects and vocational training including: BTEC Music Trips and Resources Btec Business College placements in Woodwork and engineering	£19,000.00	Continued	<ul style="list-style-type: none"> Additional vocational qualifications which may lead into post-16 apprenticeships and better college placements 	Rationale: Vocational qualifications obtained	Strategic priority 1, 2,
--	------------	-----------	--	--	--------------------------

TARGETED SUPPORT, GUIDANCE AND ENRICHMENT

Strategy	Approximate Cost	New or continuing activity?	How will this be monitored?	Outcomes/impact?	Link to Academy Development Plan
Alternative Educational Placements YESS Project Phoenix Centre Newlands Academy Your Story Other Ark Academies Home tuition Resources Supporting students eligible for PP who are at risk of exclusion, at risk of becoming NEET or in need of a period of respite from mainstream schooling	£100,00.00	Continued	<ul style="list-style-type: none"> Behaviour and rewards data feedback from parents, students and teachers, progress and attainment for targeted students 	Rationale: Small group or 1:1 tuition in a smaller learning environment Students develop soft skills Opportunities to acquire practical and vocational skills Access to mentoring Meta-cognitive and self-regulative learning.	Strategic priority 1, 2, 3, 4.7

Residential Exam Preparation visits for targeted pupil premium Y11 students who require support in core subjects throughout the academic year	£82,000.00	Continued	<ul style="list-style-type: none"> GCSE results and assessment data 	Rationale: Significant improvement in GCSE results with targeted subjects through intensive tuition.	Strategic priority 1,2,3
Personal Development and Leadership Programmes Young Leaders Sisterhood School of Hard Knocks to Support students eligible for PP improve attitudes to learning, take greater responsibility for their learning and develop both collaborative and independent learning	£100,00.00	Continued	<ul style="list-style-type: none"> Progress and attainment of PP students through GCSE results and assessment data 	Rationale: improves Access to mentoring to motivate, improve attendance and attainment Meta-cognitive and self-regulative learning	Strategic priority 1,2,3
Duke of Edinburgh Award, Resources and equipment plus transport Placement on the Duke of Edinburgh award for Pupil premium KS4 Students	£7,000.00	Continued	<p>Monitored by SPL</p> <ul style="list-style-type: none"> Results of DofE award 	Rationale: Learning new -skills, increasing their self-confidence and giving them an increased sense of responsibility.	Strategic priority 2,3

Trips Abroad Residential trips for Pupil premium students studying MFL In order to develop their language skills in an appropriate target language setting	£6,000.00	Continued	<ul style="list-style-type: none"> GCSE result_ /MFL teacher assessment levels. 	Rationale: Increased confidence in using their language skills leading to an improvement in their MFL grades.	Strategic priority 3
Extracurricular clubs provision including: Sports coaching Writers Club Ebony Horse Club	£21,000.00	Continued	<ul style="list-style-type: none"> Students attend clubs regularly – registers and evaluation 	Rationale: Increased confidence in applying their skills outside of an academic subject Gaining transferrable skills to assist in their academic attainment.	Strategic priority 3

OTHER APPROACHES TO OVERCOME BARRIERS TO LEARNING AND ATTAINMENT

Strategy	Approximate Cost	New or continuing activity?	How will this be monitored?	Outcomes/impact?	Link to Academy Development Plan
Educational Psychology Services for Pupil premium Students across all year groups that require specialist assessments and targeted interventions to overcome barriers in learning	£25,987.50	New	<ul style="list-style-type: none"> Behaviour, attendance and progress data. 	Rationale: Identify learning needs and determine appropriate support for students Raising attainment, increase students wellbeing and self confidence as learners.	Strategic priority 1, 2, 3, 4,6

Rewards and Achievement and conduct End of year reward trips for all year groups - Pupil premium students who have shown most improved behaviour. Prizes for all year groups for students who achieve excellence	7,000.00 £8,000.00	Continued	<ul style="list-style-type: none"> • Behaviour event log and number of merits • Attendance data, academic data and behaviour report data 	Rationale: Motivate and reward students to improve their behaviour in school Recognition of excellence within each year group leading to raising aspiration of students	Strategic priority 3 Strategic priority 1,2,3
EGA Student Development Centre Pupil premium Pupils across the curriculum who require behaviour modification programmes of intervention	£23,000.00	Continued	<ul style="list-style-type: none"> • Behaviour, attendance and progress data 	Rationale Raising attainment, Reduce number of exclusions and I Improve behaviour for learning Access to mentoring and follow up tracking Meta-cognitive and self-regulative learning	Strategic priority 1, 2, 3, 4.6
Student laptops Pupil premium Laptops provided to Children. Locked after.	£3,000.00	Continued	<ul style="list-style-type: none"> • Feedback from students, carers, social workers and teachers 	Rationale Facilitate access to home learning, enabling them to complete homework, revise and research.	Strategic priority 2,3

Impact of this Expenditure 2016-17

In 2017 we are encouraged that Pupil Premium students at Ark EGA (-0.2) have performed better than Pupil Premium students nationally -0.32 (2016 national data) but we are aware that Non Pupil Premium students at Ark EGA (-0.1) are performing better than Pupil Premium students (-0.2). But it is worth noting

that majority of students at EGA are Pupil Premium Students (602 in comparison to 253). The allocation of Pupil Premium Funding for 2017-18 will be reviewed, when funding is confirmed after the October Census, in comparison to 2016-17 to better support the Pupil Premium students across the Academy.

Current strategies have not been sufficient to support the disadvantaged high prior attainers and the disadvantaged low prior attainers in some of the Ebacc subjects (Science and Humanities). This will remain a Key Priority for the Academy. Senior Leaders, along with Ark Network Leads, are supporting Middle Leaders with raising awareness of these disadvantaged groups of students and monitoring their progress. Intervention is targeted and specific so that intervention meets the needs of all students, especially our priority groups.

Attendance Reported for the Year 2016-17

	Pupil premium	
	Yes	No
Year 7	95.3	96.6
Year 8	95.0	94.7
Year 9	93.3	93.4
Year 10	92.9	95.1
Year 11*	94.5	95.4
Combined years 7 - 11	94.1	95.0

Attendance was low for disadvantaged students in comparison to other (non-disadvantaged students). Tracking of attendance shows that support offered is effective at reducing absenteeism but there is still some way to go to ensure attendance is improved across the disadvantaged students at the Academy. Year 7 and 8 was in-line with the national expectation of 95% but Year's 9-11 were just below the national expectation of 95%, especially Year 10 – this is the same trend as was reported for 2015-16.

Punctuality Report for Year 2016-17

PP	Sum of late to school	Average of late to school	Count of students	% late to school
Y	8192	13.9	589	7.52%
N	2056	7.7	267	4.16%
Grand Total	10248	12.0	856	6.47%

Exclusion Data Reported for Year 2016-17

PEX = 1 student, who was PP.

PP	Count of FT exclusions	Sum of exclusion days
Y	69	368
N	45	215.5
Grand Total	114	583.5

A higher percentage of Pupil Premium students were late to school in comparison to Non Pupil Premium students. Pupil Premium students also had more FT exclusions and more days absent from the Academy due to exclusions. This impacts results in academic underperformance across the Pupil Premium group students in comparison to the Non Pupil Premium students which is a contributing factor for Pupil Premium students making less progress (-0.2) than Non Pupil Premium students (-0.1) and also for the lower attainment of Pupil Premium students (3.9) in comparison to Non Pupil Premium students (4.2). This suggests that current strategies were not effective to support the disadvantaged students in achieving positive punctuality and behaviour.

Numeracy and Literacy Data Reported for Year 2016-17

Year 7				
	Average Grade		Progress 8 score	
	PP	Non-PP	PP	Non-PP
English	3.5	3.7	-0.4	-0.2
Maths	4.6	5	+0.4	+0.3

Year 8				
	Average Grade		Progress 8 score	
	PP	Non-PP	PP	Non-PP
English	4.1	4.3	+0.2	+0.6
Maths	4.3	4.4	+0.6	+0.7

Year 9				
	Average Grade		Progress 8 score	
	PP	Non-PP	PP	Non-PP
English	4.1	3.6	+0.9	+0.5
Maths	4.1	3.8	+0.7	+0.8

Year 7

Pupil Premium students make less progress in Literacy but more progress in Numeracy in comparison to Non Pupil Premium Students.

However attainment in both Literacy and Numeracy is lower for Pupil Premium students than Non Pupil Premium students.

Year 8

Pupil Premium students make less progress in Literacy and Numeracy in comparison to Non Pupil Premium Students.

Attainment in both Literacy and Numeracy is lower for Pupil Premium students than Non Pupil Premium students.

Year 9

Pupil Premium students make more progress in Literacy but less progress in Numeracy in comparison to Non Pupil Premium Students.

Attainment in both Literacy and Numeracy is higher for Pupil Premium students than Non Pupil Premium students.

This suggests improvement in current strategies to improve Literacy and Numeracy skills of Pupil Premium students is needed, especially during Year 8.

Retention into EGA Sixth Form (Year 11 to Year 12) Reported for Year 2016-17

PP	Count of Y11	Sum of Sixth form	Retention rate
Y	130	40	30.8%
N	48	9	18.8%
Grand Total	178	49	27.5%

EGA Year 13 Destinations Reported for Year 2016-17

PP	Going to university	
	Y	N
Y	70.3%	100.0%
N	29.7%	0.0%

It is encouraging that a higher percentage of Pupil Premium students are choosing to stay at EGA for their Post 16 Education and also go on to University. This suggests Pupil Premium students do feel supported during their time at EGA in order to go onto have better life chances.