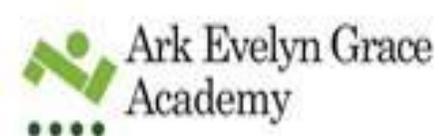


## Pupil Premium 2016-17 Strategic Plan for Expenditure Received

### Pupil Premium Impact Review of Expenditure of 2015-16



#### **Pupil Premium Strategic Plan for Expenditure in the Academic Year 2016-17**

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 the national average. Those eligible for the funding are those registered for free school meals (FSM).

The Pupil Premium funding is given to publicly funded schools in England with a specific remit of raising the attainment of disadvantaged students of all abilities and to diminish any differences between disadvantaged students and those who are not disadvantaged. Schools should seek to lessen their in-school differences and also to ensure that their disadvantaged students perform better than other (non-disadvantaged) students nationally.

#### **Current Attainment August Results 2016**

Based upon the internal end of year data for Year 10 moving in to Year 11, the summer 2016 results and the 2016 Raise Online, the following is evident:

	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>-0.03 (-0.32)</b>	<b>0.13 (0.12)</b>
<b>Attainment 8 score average</b>	<b>45.59 (40.83)</b>	<b>48.98 (52.56)</b>
<b>% achieving both English and Maths GCSEs</b>	<b>47 (43)</b>	<b>51 (69)</b>
<b>% achieving English Baccalaureate</b>	<b>25 (12)</b>	<b>30 (29)</b>

The Pupil Premium Students at Ark EGA perform better than Pupil Premium Students nationally, which demonstrates that the Pupil Premium funding is well allocated to support Pupil Premium Students at the Academy and will continue to do so. However, the Non Pupil Premium Students have performed better than the Pupil Premium students at Ark EGA 2016 and therefore, the allocation of Pupil Premium funding has been reviewed with this in mind for 2016-17 so that the Pupil Premium students perform in-line with Non Pupil Premium Students at Ark EGA.

<p><b>RAISE 2016</b></p>	<ul style="list-style-type: none"> <li>• Progress 8 for disadvantaged middle prior attainers is significantly below national (-0.18) and below other (non-disadvantaged) (-0.02) for this prior attaining group of students at Ark EGA.</li> <li>• Progress 8 for disadvantaged high prior attainers (0.00) is in-line with the national average but is below other (non-disadvantaged) (0.18) students at Ark EGA.</li> <li>• Disadvantaged pupils' Progress 8 was not significantly below national other overall or for any prior attainment group in English or Mathematics (and not well below average).</li> <li>• Low prior attaining disadvantaged pupils' Progress 8 in English is above national (0.29) and also above the disadvantaged middle (-0.03) and high prior attainers (0.02).</li> <li>• Low prior attaining disadvantaged pupils' Progress 8 in Maths is significantly above national (0.85) and in the top 10% and also the disadvantaged middle (-0.02) and high prior attainers (-0.04).</li> <li>• Value added for disadvantaged students in Science is significantly below the national average (-0.36) and below the other (non-disadvantaged) (-0.16) at Ark EGA.</li> <li>• Value added for disadvantaged students in Humanities is above the national average (0.22) but is below the other (non-disadvantaged) (0.58) AT Ark EGA.</li> </ul>
<p><b>Current Data (Year 11 Spring 2)</b></p>	<ul style="list-style-type: none"> <li>• The Progress 8 score for PP Low Prior Attainers (0.2) is higher than PP Mid Prior Attainers (-0.5) and also the PP High Prior Attainers (-0.8) which is a continuing trend.</li> <li>• For Progress 8 - PP students (-0.3) have made slightly more progress than Non PP students (-0.5) at Spring 2</li> <li>• For Attainment 8 - PP students (3.8) are performing slightly better than Non PP students (3.5) at Spring 2</li> <li>• For % of students passing English and Maths 5-9 - PP students (35%) are performing slightly better than Non PP students (25%) at Spring 2</li> <li>• For % of students passing Ebacc at 5-9, PP students (17%) are performing slightly better than Non PP students (14%) at Autumn 2</li> </ul>

The current assessment data (Spring 2) does demonstrate the Pupil Premium students are performing slightly above the Non Pupil Premium students which suggests a positive impact from the Pupil Premium Grant allocation (which can be seen below) during the Autumn Term 2016-17.

## **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

The Academy has started to strategically address the support for the middle and high prior attainers across Years 7-11 so that they make expected progress during 2016-17. In Year 7 the high prior attaining students will be grouped together to be taught challenging and stretching lessons; this will continue with up and coming Year 7 cohorts. The middle prior attainers will be 'tracked and celebrated' by DOLs so that they make at least expected progress. The Academy does already support those students with numeracy and literacy skills and Maths Mastery and English Mastery has been introduced in Key Stage 3. Our careers advice programme has also been developed to really inspire all students to think about their next steps after education and to achieve their full potential

**Allocation of the Pupil Premium Grant at Ark EGA 2016/17** (Also available on the Academy website [www.evelyngraceacademy.org](http://www.evelyngraceacademy.org))

In light of the above data and understanding of barriers to learning, the total Pupil Premium Grant of £553, 987.50 2016-17 will be spent to close the attainment gap between those eligible for pupil premium funding and other students by:

- Providing high quality teaching
- Ensuring targeted support, guidance and enrichment
- Developing other approaches to overcome barriers to learning and attainment

Given the high proportion of disadvantaged students at Ark Evelyn Grace Academy in order to not discriminate against the minority of non-disadvantaged students some initiatives may be made available to a whole group, class or year cohort. The academy is aware that effective spending of Pupil Premium funding can improve attainment overall.

When making decisions about which activities to continue, discontinue or introduce senior leaders refer to the Educational Endowment Fund Teaching and Learning Toolkit. <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

## Quality teaching

<b>Pupil Premium Used for</b>	<b>Amount Allocated to the intervention/action</b>	<b>Is this a new or continued activity</b>	<b>Brief Summary of the intervention or action, including details of year groups and pupils involved and the timescale</b>	<b>Specific intended outcomes. How will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b>	<b>Link to Academy Development Plan</b>	<b>How will this activity be monitored, when and by whom?</b>	<b>How will success be evidenced?</b>
Literacy resources/ intervention programmes including: Lexia, SRA resources, licences for Accelerated Reader, books for DEAR	£20,000.00	Continued	Pupil premium pupils across all year groups who require support in literacy. Throughout the academic year. Particular focus on SEN students	improve reading skills and provide students with reading strategies to support higher attainment in assessment and exam	Strategic priority 1,2	Monitored by AMA	GCSE exam results Internal assessment data for English and all literacy-based subjects Attendance registers for reading programmes Completion of stages of reading programmes
Numeracy resources / Intervention Programmes including: After school/Breakfast intervention for KS3 students	£22,000.00	Continued	Pupil premium across all year groups who require support in numeracy. Throughout the academic year. Particular focus on SEN students	Improvement in numeracy outputs through intensive tuition	Strategic priority 1,2	Monitored by SLT	GCSE exam results Internal assessment data Registers of participation in intervention programmes
Maths catch-up classes for KS4 students	£15,000.00	Continued	For targeted KS4 Pupil premium students who require support in Maths. Throughout the academic year.	Significant improvement in results within Maths through intensive tuition	Strategic priority 1 and 2	Monitored by SLT	GCSE exam results for Maths
English catch-up classes for KS4	£15,000.00	Continued	For targeted KS4 Pupil premium pupils who require support in English. Throughout the academic year	Significant improvement in results within English through intensive tuition	Strategic priority 1 and 2	Monitored by LCA	GCSE exam results for English

CPD Teaching and Learning training for teaching and learning support staff	£9,000.00	Continued	Available for teachers across all year groups and all abilities to improve their practice with students eligible for PP	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	Monitored by SLT	Increased knowledge better results
AEGA secondary transition programme	18,000.00	Continued	This is for new year 7 so students beginning KS3  An initiative to identify the learning and other needs of those joining the new year 7 cohort		Strategic Priority 3	Ongoing monitoring by FHA	Number of students with post-16 formalised destination after EGA
Music Tuition  Tutors Programmes Instruments	42,000.00	Continued	Pupil premium Pupils across all year groups who have shown an interest in musical tuition. Tuition takes place over the whole academic year.	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	Strategic Priority 1, 2, 3 and 4	Monitored by JHU	Pupils attending scheduled tuition, Positive feedback regarding attitude to study by Pupil. Student performances and participation in internal/external show case events Instrumental gradings
Individualised vocational curriculum for KS4 including: BTEC Music Trips and Resources Btec Business Btec Health and Social care College placements in Woodwork and engineering	£19,000.00	Continued	Pupil premium KS4 students who will benefit from a combination of academic subjects and vocational training	Additional vocational qualifications which may lead into post-16 apprenticeships and better college placements.	Strategic priority 1, 2,	Monitored by LCA	Vocational qualifications obtained

### TARGETED SUPPORT, GUIDANCE AND ENRICHMENT

Pupil Premium Used for	Amount Allocated to the intervention/action	Is this a new or continued activity	Brief Summary of the intervention or action, including details of year groups and pupils involved and the timescale	Specific intended outcomes. How will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	Link to Academy Development Plan	How will this activity be monitored, when and by whom?	How will success be evidenced?
<p>Alternative Educational Placements</p> <p>YESS Project Phoenix Centre Newlands Academy Your Story Other Ark Academies</p> <p>Home tuition Resources</p>	£100,00.00	Continued	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	<p>Small group or 1:1 tuition in a smaller learning environment</p> <p>Students develop soft skills</p> <p>Opportunities to acquire practical and vocational skills</p> <p>Access to mentoring</p> <p>Meta-cognitive and self-regulative learning</p>	Strategic priority 1, 2, 3, 4.7	Monitored by LCA	Behaviour and rewards data feedback from parents, students and teachers, progress and attainment for targeted students
Residential Exam Preparation visits	£82,000.00	Continued	Targeted pupil premium Y11 students who require support in core subjects. Throughout the academic year.	Significant improvement in GCSE results with targeted subjects through intensive tuition	Strategic priority 1,2,3	Monitored by SLT	GCSE exam result
Visits to universities coach costs and individual fares	6,000.00	Continued	Pupil premium students across all year groups	Offers personalised guidance and support To raise aspirations for students considering university Increase understanding of why	Strategic priority 2, 3	Monitored b	Feedback from students, teachers

				achieving target grades matters			
Personal Development and Leadership Programmes  Young Leaders Sisterhood School of Hard Knocks	£100,00.00	Continued	Support students eligible for PP improve attitudes to learning, take greater responsibility for their learning and develop both collaborative and independent learning	Progress and attainment of PP students improves Access to mentoring to motivate, improve attendance and attainment Meta-cognitive and self-regulative learning			
Duke of Edinburgh Award  Resources and equipment Transport	7,000.00	Continued	Placement on the Duke of Edinburgh award for Pupil premium KS4 Students.	Learning new -skills, increasing their Self-confidence and giving them an increased sense of responsibility.	Strategic priority 2,3	Monitored by SPL	Results of DofE award
Trips Abroad	6,000.00	Continued	Residential trips for Pupil premium students studying MFL In order to develop their language skills in an appropriate target language setting.	Increased confidence in using their language skills leading to an improvement in their MFL grades.	Strategic priority 3	Monitored by ETA	GCSE result_ /MFL teacher assessment levels.
Extracurricular clubs provision including:  Sports coaching Writers Club Ebony Horse Club	21,000.00	Continued	Pupil premium Pupils across all year groups throughout the academic year	Increased confidence in applying their skills outside of an academic subject Gaining transferrable skills to assist in their academic attainment.	Strategic priority 2, 3	Monitored by POI	Students attend clubs regularly.

## OTHER APPROACHES TO OVERCOME BARRIERS TO LEARNING AND ATTAINMENT

Pupil Premium Used for	Amount Allocated to the intervention/action	Is this a new or continued activity	Brief Summary of the intervention or action, including details of year groups and pupils involved and the timescale	Specific intended outcomes. How will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	Link to Academy Development Plan	How will this activity be monitored, when and by whom?	How will success be evidenced?
Educational Psychology Services.	£25,987.50	New	Pupil premium Students across all year groups that require specialist assessments and targeted interventions to overcome barriers in learning	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	Monitored by LCA	Behaviour, attendance and progress data.
Rewards and Achievement and conduct	7,000.00 £8,000.00	Continued Continued	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	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	Monitored by Dols Monitored by PDI and YDI	Behaviour event log and number of merits Attendance data, academic data and behaviour report data
EGA Student Development Centre	£23,000.00	Continued	Pupil premium Pupils across the curriculum who require behaviour modification programmes of intervention	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	Monitored by LCA	Behaviour, attendance and progress data.

Student laptops	£3,000.00	Continued	Pupil premium Laptops provided to Children. Locked after.	Facilitate access to home learning, enabling them to complete homework, revise and research.	Strategic priority 2,3	Monitored by LCA	Feedback from students, carers, social workers and teachers.
School Uniform cost assistance	£5,000.00	Continued	Pupil premium students whose families struggle with the cost of uniform	Secures attendance Parity of esteem by having appropriate uniform	Strategic priority 3	Ongoing monitoring by SPL	Students attend school in full uniform

The impact of this is reviewed regularly through the year – both through qualitative information gathered during our inclusion meetings and through analysing the data at key data input points. Further individual student trackers are 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. The final impact will be reviewed in August 2017 when we examine the summer outcomes and decide which actions had the most impact, which are worth repeating and which need to be rethought.

### **Use of the Pupil Premium Grant and Impact at Ark EGA 2015/16**

The Pupil Premium Grant for Ark EGA in 2015-16 was spent as follows with the impact listed for each area of allocation (please also access this as an A3 document on the Academy website – [www.evelyngraceacademy.org](http://www.evelyngraceacademy.org)):

<b>After school intervention</b>	£ 20,000.00	Continued	Pupils across all year groups who require support in targetted subjects. Throughout the academic year.	Improvement in outputs within targetted subject through intensive tuition.	Strategic priority 2 and 4	Monitored by YDI and PDI	GCSE exam results and teacher assessment data.	After school intervention have proved successful for all students and in particular in foundation subjects such as Art, Music, Media Studies and MFL	This has been a successful activity and will be repeated next year.
<b>Breakfast Club</b>	£ 12,000.00	Continued	Pupils across all year groups who may not otherwise get a nutritious breakfast before the start of the school day. Term time only.	Pupils are properly fed, helping to ensure they are able to concentrate and achieve in their morning lessons.	Strategic priority 2,4 and 7	Monitored by KWE	Feedback from students, carers and teachers.	This intervention has provided increased wellbeing for our students as well as contributed to their safety.	This has been a successful activity and will be repeated next year.
<b>Intervention Trips</b>	£ 49,000.00	Continued	Y11 pupils who require support in targetted subjects. Throughout the academic year.	Significant improvement in GCSE results within targetted subjects through intensive tuition.	Strategic priority 2, 4and 6	Monitored by YDI	GCSE exam results	Despite the dip in GCSE results this year, this intervention has been successful. Year 11 results data showed a significant improvement from their KS4 starting point	This has been a successful activity and will be repeated next year.
<b>Food Vouchers</b>	£ 10,000.00	Continued	Pupils across all year groups whose families are struggling with the cost of everyday food items.	Support for troubled families who are who no immediate access to public recourse and/or are on the poverty line.	Strategic priority 2, 4 and 5	Monitored by MRO	Feedback from students, carers and teachers.	This intervention has contributed to the physical, emotional and social wellbeing of students and their families	This has been a successful activity and will be repeated next year.
<b>Raising Achievement Prizegiving</b>	£ 8,000.00	Continued	Prizes for all year groups for students who achieve excellence.	Recognition of excellence within each year group leading to raising aspirations of students.	Strategic priority 2, 4,6 and 7	Monitored by PDI and YDI	Attendance data, academic data and behaviour report data.	Attendance data and behaviour data show an improvement this year and this can be clearly linked with a culture of praise and rewards. For next academic year we need to focus this intervention on academic achievement	This has been a successful activity and will be repeated next year.
<b>Revision Materials</b>	£ 2,000.00	Continued	Pupils supported with revision materials in preparation of their exams.	Access to revision materials leading to improved chances of securing their predicted grade.	Strategic priority 1, 2, and 4	Monitored by YDI	GCSE exam results	Despite the dip in GCSE results this year, this intervention has been successful. Year 11 results data showed a significant improvement from their KS4 starting point	This has been a successful activity and will be repeated next year.
<b>Student Laptops</b>	£ 3,000.00	Continued	Laptops provided to Children Looked After	Facilitate access to home learning, enabling them to complete homework, revise and research.	Strategic priority 1, 2, and 4	Monitored by MRD	Feedback from students, carers, social workers and teachers.	Laptops have been provided for CLA on a one to one basis and when necessary for this to lead to increased academic progress. CLA performed significantly better than Non- CLA student this academic year	This has been a successful activity and will be repeated next year.

<b>Extracurricular club provision</b>	£	11,000.00	Continued	Pupils across all year groups throughout the academic year	Increased confidence in applying their skills outside of an academic subject. Gaining transferrable skills to assist in their academic attainment.	Strategic priority 2, 4 and 5	Monitored by PDI	Number of students attending clubs regularly.	number of students attending clubs both before and after school have significantly increased. This leads to higher engagement with the school curriculum and a sense of belonging to the school.	This has been a successful activity and will be repeated next year.
<b>Visits to Universities</b>	£	4,700.00	Continued	Trips to universities for pupils across all year groups.	To raise aspirations for students who may not otherwise choose to go to university.	Strategic priority 2, 4 and 6	Monitored by VDE	Feedback from students, teachers and parents/carers.	100% of A level students were offered a place at University	This has been a successful activity and will be repeated next year.
<b>Trips abroad</b>	£	9,000.00	Continued	Trip for pupils studying MFL in order to develop their language skills in an appropriate setting. One trip.	Increased confidence in using their language skills leading to an improvement in their MFL grades/levels.	Strategic priority 1,2 and 4	Monitored by ETA	GCSE results/MFL teacher assessment levels	MFL GCSE and A level results show a significant increase from previous year. 82% of students achieved A*-C at GCSE.	This has been a successful activity and will be repeated next year.
<b>Behaviour reward trips</b>	£	1,000.00	Continued	End of year reward trips for all year groups - students who have shown most improved behaviour.	Motivate and reward students to improve their behaviour in school.	Strategic priority 2 and 5, 7	Monitored by Dols	Behaviour event log and number of merits.	This has been a successful intervention. The number of negative behaviour entries on the behaviour log has decreased significantly and the number of merits has increased in comparison to last academic year	This has been a successful activity and will be repeated next year.
<b>Duke of Edinburgh</b>	£	4,500.00	Continued	Placement on the Duke Of Edinburgh award for KS4 students.	Learning new skills, increasing their self confidence and giving them an increased sense of responsibility.	Strategic priority 1, 2,4 and 5	Monitored by BFO	Results of DofE award.	This activity has been very successful and a number of our students have achieved the Goold Award	This has been a successful activity and will be repeated next year.
<b>Targeted intervention for students with low reading ages</b>	£	3,000.00	Continued	Pupils across all year groups who require support to address their low reading age.	Increased confidence for pupils in their reading. An improvement in their reading ages.	Strategic priority 1, 2 and 4	Monitored by JRO	Reading age test results. English results.	SRA reading intervention programme has been very successful in teaching students with reading decoding skills. RA tests show a significant improvement in reading ages for the students	This has been a successful activity and will be repeated next year.
<b>Counselling service</b>	£	30,000.00	Continued	Counselling for pupils across all year groups with an identified need.	Ongoing support for pupils who are dealing with circumstances which affect their daily lives, impacting on their personal wellbeing and therefore on their progress.	Strategic priority 2, 4 and 5	Ongoing monitoring by MRO	Feedback from students, teachers and parents/carers.	Feedback from counselling services continues to be phenomenal and we are looking into increasing capacity for next academic year.	This has been a successful activity and will be repeated next year.

<b>Literacy resources/ intervention programmes</b>	£ 5,000.00	Continued	Pupils across all year groups who require support in literacy. Throughout the academic year. Particular focus on SEN students.	Improvement in literacy outputs through intensive tuition.	Strategic priority 1, 2, and 4	Monitored by MRO and AMA	GCSE exam results and teacher assessment data for English and all literacy-based subjects.	students have had access to different literacy resources that have helped them in developing literacy skills across the curriculum	This has been a successful activity and will be repeated next year.
<b>Numeracy resources/intervention programmes</b>	£ 7,000.00	Continued	Pupils across all year groups who require support in numeracy. Throughout the academic year. Particular focus on SEN students.	Improvement in numeracy outputs through intensive tuition.	Strategic priority 1, 2, and 4	Monitored by MRO and KCH	GCSE exam results and teacher assessment data for Maths.	students have had access to different numeracy resources that have helped them in developing literacy skills across the curriculum	This has been a successful activity and will be repeated next year.
<b>Individualised vocational curriculum for KS4</b>	£ 15,000.00	Continued	KS4 students who will benefit from a combination of academic subjects and vocational training.	Additional vocational qualifications which may lead into post-16 apprenticeships and better college placements.	Strategic priority 1, 2, 4, 5 and 7	Monitored by MRO	Vocational qualifications obtained.	students have been able to take on vocational subjects at Lambeth College in years 10 and 11. this is to be considered on a case by case basis	This activity has not been as successful this academic year. We will need to look into alternative providers if we are to continue this intervention.
<b>Maths Catch-up classes for KS4</b>	£ 5,000.00	Continued	For targetted KS4 pupils who require support in Maths. Throughout the academic year.	Significant improvement in results within Maths through intensive tuition.	Strategic priority 2 and 4	Monitored by KCH	GCSE exam results for Maths.	Despite the dip in GCSE results this year, this intervention has been successful. Year 11 results data showed a significant improvement from their KS4 starting point	This has been a successful activity and will be repeated next year.
<b>English Catch-up classes for KS4</b>	£ 5,000.00	Continued	For targetted KS4 pupils who require support in English. Throughout the academic year.	Significant improvement in results within English through intensive tuition.	Strategic priority 2 and 4	Monitored by AMA	GCSE exam results for English.	English GCSE results show an improvement when compared to last academic year.	This has been a successful activity and will be repeated next year.
<b>CPD Training for staff</b>	£ 5,000.00	Continued	For all year groups. Improved teaching and learning, focussing on collaborative learning and feedback.	Improvement in teaching and learning is reflected in increased progress and attainment of all pupils.	Strategic priority 1, 2, 3, 4,5,6 and 7	Monitored by AID and GHQ	Improvement in English and Maths progress and attainment across the Academy.	This intervention has been successful in improving the quality of teaching and learning as verified by ARK monitoring visits.	This has been a successful activity and will be repeated next year.
<b>Inclusion targetted intervention programmes</b>	£ 61,000.00	Continued	For all year groups. Intervention programmes, including meta-cognition, self-regulation, social and emotional learning, behaviour interventions, parental involvement and small group tuition.	Improvement in pupils' overall wellbeing, behaviour and attendance, progress and attainment.	Strategic priority 1, 2, 4, 5 and 7	Monitored by MRO	Behaviour and rewards data, feedback from parents, students and teachers, progress and attainment for targetted students.	This has been a very successful intervention. Behavioural data shows a significant increase in number of merits and a decrease in number of negative logs on the system. Exclusion data shows that there was a decrease in number of exclusions and no permanent exclusions were issued this academic year.	This has been a successful activity and will be repeated next year.

<b>Secondary school transition programme</b>	£ 10,000.00	Continued	For year 6 students transitioning to EGA.	To promote cohesion within the year group, to facilitate secondary school transition	Strategic priority 1, 2, 4, 5 and 7	Monitored by LCA and DoL Yr 7	Behaviour, attendance and progress data.	Feedback from teachers, parents, students and external agencies demonstrate that this intervention is highly successful. Behaviour, attendance and progress data in year 7 show that students are highly engaged with the school and that transition is very successful	This has been a successful activity and will be repeated next year.
<b>Cross-curricular resources</b>	£ 1,300.00	Continued	Pupils across all year groups who require additional resources in different subject areas.	Raising attainment	Strategic priority 1, 2, 4 and 5	Monitored by MRD	Access to resources as needed	students have access to resources as when needed and this leads to increased engagement in school	This has been a successful activity and will be repeated next year.
<b>Student development Centre</b>	£38,000.00	New	Pupils across the curriculum that require behaviour modification programmes of intervention	Raising attainment, reduce number of exclusions and improve behaviour across the school	Strategic priority 2,4,5,6 and 7	Monitored by MRD	Behaviour, attendance and progress data.	SDC has been very successful this academic year. Number of overall exclusions has decreased ARK schools have adopted this model to take to other schools.	This has been a successful activity and will be repeated next year.

### Impact of this Expenditure 2015-16

In 2016 the Academy achieved a Progress 8 score of +0.02 which is considered to be an average Progress 8 score in comparison national and is an improvement from the previous year 2015 when the estimate Progress 8 score was -0.1. We are also encouraged that the Progress 8 score is also slightly higher than the national average Progress 8 score of -0.03. Pupil Premium students at Ark EGA (-0.03) have also performed better than Pupil Premium students nationally (-0.32) but we are aware that Non Pupil Premium students at Ark EGA (0.13) are performing better than Pupil Premium students (-0.03). 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 2016-17 has been reviewed in comparison to 2015-16 to better support the Pupil Premium students across the Academy; current Autumn 2 2016 data is demonstrating that Pupil Premium students are making improved progress against Non Pupil Premium students.

Current strategies have not been sufficient to support the disadvantaged middle and high prior attainers and the disadvantaged low prior attainers in some of the Ebacc subjects (Science and Humanities). This is a Key Priority for the Academy this year. 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 2015-16:**

	<b>Pupil premium</b>	
	<b>Yes</b>	<b>No</b>
Year 7	95.8	96.2
Year 8	94.6	95.7
Year 9	92.4	94.7
Year 10	94.3	96.1
Year 11	94.7	94.8
Combined years 7 - 11	94.3	95.5

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 was in-line with the national expectation of 95% but Year's 8-11 were just below the national expectation of 95%, especially Year 9.