

# Pupil Premium Impact Statement 2017-18

We believe that every school has a duty to ensure that each individual child is entitled to the best possible chance of achieving their potential. Our vision is clear – that every member of our community should be given the very best, not only what they deserve but more besides. Our plan for 2017/18 was designed to ensure we used our Pupil Premium funding to address national inequalities between the achievement of those children who are eligible for free school meals or are children in care when compared to their peers.

Our Pupil Premium money is granted to our school based on the number of students who are known to be eligible for free school meals (FSM) or those children who have been continuously looked after for more than six months.

It is our responsibility to allocate this funding in the best possible way to break down barriers to learning and to secure the best possible progress for every child.

## Context

Pool Hayes Academy is situated in Willenhall, Walsall. According to The Indices of Deprivation Statistical Release<sup>1</sup>, a document developed by the government, last published in 2015, Walsall is one of the most deprived Local Authorities in England, with 21.9% of the population living in deprived households. 48% of our students are classed as 'Disadvantaged'. According to the Census Summary Report, released in 2011, 6.8% of adults reported unemployment compared to 4.4% across England and Wales<sup>2</sup>.

## Barriers to Learning

There are many barriers that our disadvantaged students may face. By identifying and understanding these barriers, we can act to overcome them.

- Literacy and Oracy – Low levels of literacy act as a barrier to accessing the secondary curriculum.
- Social and Emotional needs – understanding how to deal with emotions as well as social skills and interactions are a common barrier.
- Confidence, resilience and self-esteem - Many of our students struggle to persist through challenges they face. They often lack confidence and have low self-esteem, meaning that they do not access learning effectively.
- Aspiration - Understanding options available to them and knowing that they have opportunities and choices.
- Home Learning – Many of our students have no access to a space to learn at home. Bedrooms are often shared and there are no facilities to learn. This impacts on completion of homework, revision and independent learning.

## Budget

August 2017 to August 2018:

Pool Hayes Academy received £496485 of Pupil Premium funding from the Education Funding Agency for the current financial year and is directing that funding to support learning from that point up until the final transition into post-16 or post -18 education in Summer 2018.

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<sup>1</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/465791/English\\_Indices\\_of\\_Deprivation\\_2015\\_-\\_Statistical\\_Release.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/465791/English_Indices_of_Deprivation_2015_-_Statistical_Release.pdf)

<sup>2</sup> [www.walsallintelligence.org.uk/WI/navigation/download.asp?ID=361](http://www.walsallintelligence.org.uk/WI/navigation/download.asp?ID=361)

Effectively, we used the Pupil Premium funding for three types of support; Academic or curriculum interventions, pastoral interventions and enrichment intervention.

The interventions, costs and impact of these are laid out below:

## Academic/Curriculum Interventions

Strategy	Rationale	Focus	Cost	Impact	Implications for future plan
<b>Leadership</b> - Improved championing, tracking and provision for disadvantaged students through a specified senior leader.	Careful tracking and monitoring of disadvantaged students will ensure that barriers can be identified and timely interventions can be utilised.	7-11	£45000	All departments now monitor PP achievement and progress through DIR booklets.  This progress is further scrutinized through Academic Board meetings.  Gaps have narrowed in all key subject areas and particularly evident in Maths ( <u>increase in proportion of students achieving Grade 9/5 from 18.20% to 23.30%</u> ) and Science ( <u>increase in proportion of students achieving standard pass from 29.3% to 34.2%</u> )	This approach to the championing, tracking and provision for disadvantaged students will continue in 2018/19.
<b>Small Group Tuition English/Maths/Science</b> – Reduced class sizes in specified areas to provide targeted support, feedback and quality teaching and learning.	Research from the EEF suggests that reducing class sizes can improve outcomes for pupils. <sup>3</sup>	Year 11	£60000	In the key reduced groups last year all made significantly more progress than the rest.  Maths – Entry 4.83 Basics 9-5 12.5%, 9-4 53.1% A8 48.19 English - Entry 4.35, Basics 9-5 50%, 9-4 62% A8 47.33 <u>Science (increase in proportion of students achieving standard pass from 29.3% to 34.2%)</u>	We will look to further extend this approach in 2018/19 with second groups in core subjects and smaller groups in Spanish, History and Geography.
<b>Learning Hub</b> – A team of staff working on a daily basis to provide assertive mentoring and small group tuition to support academic and pastoral challenges and action specific interventions to raise student achievement in under-performing subjects. Hub staff also deliver parenting courses.	Research suggests that Mentoring and small group tuition are strategies that have a positive impact on outcomes for pupils. <sup>4</sup>	All (KS3 and KS4 hub)	£60000 (4 x 15000)	The impact of the two learning hubs is immense as they effect attendance, behavior, welfare, pastoral care and outcomes.  Our FTE have reduced significantly this year and the gap with all pupils at Pool Hayes has closed, whilst it is significantly better than national at just 4.9%. There is a similar pattern across all behavior data and clearly demonstrates the wrap around care given to these pupils (Ofsted 2018).  The outcome data for KS4 is also strong with the Hub pupils improving from an average progress score of xxx before working in the Hub to xxx afterwards and their attainment being 25.53 compared to just xxx at the start of year 11.	Maintain both of these facilities but increase spending to cover increased staffing costs.
<b>Saturday School</b> - A	This is a strategy used	All	£12000	Attendance at Saturday school was fair,	Continue spend on

<sup>3</sup> <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/>

<sup>4</sup> <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>

regular Saturday provision (10.00am-1.00pm) mixing voluntary and compulsory attendance for master classes, boosters and catch-up activities, as well as general research and homework support.	to provide targeted support to identified students, as well as providing an environment for students to complete homework and revision with staff support and ICT resources.			although it was particularly higher before key assessment cycles such as mock and practice exams. It has been reviewed carefully and the outcome of this is that more could be done to ensure pupils are carefully directed towards specific department sessions.	Saturday school but ensure that there is a clear and calendared timetable for these effective intervention sessions.
<b>Half Term Holiday and Easter School</b> - A KS4 and Sixth Form provision for revision and support that is specifically run to support students in the Summer exams.	This is a strategy used to provide targeted support through addressing key topics and supporting with revision strategies to identified students on the run up to exams.	Year 11,12 and 13	£12000	Attendance at holiday school was fair, although it was particularly higher before key assessment cycles such as mock and practice exams. It has been reviewed carefully and the outcome of this is that more could be done to direct pupils to attend and ensure there is a highly effective curriculum for the days.	Continued spend on holiday school with greater marketing and direction to pupils.
<b>Afterschool catch up, booster and intervention</b> – additional classes in a wide range of subjects which are targeted to support students in meeting / beating their target grades.	EEF research suggests that students' make on average two months' progress per year through afterschool programmes. <sup>5</sup> Disadvantaged students seemingly make additional progress, as well as benefiting from improved behaviour and relationships with peers and staff.	Year 10, 11, 12 and 13	£7000	Maths in particular benefited from these sessions as they were tailored towards the specific development needs of each pupil.	Continued spend on catch up, booster and intervention.
<b>Petxi</b> - A bought-in package for KS4 focus groups to raise achievement through concentrated booster programmes.	This strategy provides students with a motivational and high impact programme of learning and revision that has proven results. <sup>6</sup>	Year 11	£11000	There was a clear and measurable impact for Petxi on the Maths cohort with attainment going from xxx prediction to xxx. In English Literature the grades went from xxx to xxx.	Use PetXi again for Y11 Maths and English.
<b>Tutor Fair/ My Tutor</b> – 1:1 tutoring programmes utilised to raise achievement in Maths for identified students.	This strategy provides a tutor to students who require additional support. EEF Evidence suggests that 1:1 tutoring can accelerate progress by up to 5 months. <sup>7</sup>	Year 11	£10000	There is little evidence to suggest this was successful, although there are some anecdotal comments from pupils who found it beneficial.	We will not be continuing this year.
<b>Exam Concessions</b> - Testing for lower achieving pupils to make sure they can access the correct	A strategy used to ensure that all students can access exams fairly and have equal chances of	All	£2000	The outcomes for SEND pupils were once again strong.	Continue to fund exam concessions testing.

<sup>5</sup> <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/extending-school-time/>

<sup>6</sup> <http://www.pet-xi.co.uk/about/>

<sup>7</sup> <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/>

support for formal examinations.	achieving their full potential.				
<b>External Professionals</b> - A speech and Language therapist weekly to assist with staff training, support pupils and accelerate those requiring Education, Health and Care Plans.	Specified professionals utilised to identify any barriers to students and help to overcome them so that the curriculum can be accessed.	All	£2000	Ofsted recognized the 'wrap around care' of all of our pupils and particularly relevant for those on EHCPs.	Continue next year and increase funding to cover increased costs.
<b>Sound Training</b> - A literacy-based programme working in conjunction with PIXL. This external intervention aims to improve reading ages and comprehension levels over a six week programme.	Sound training has proven instant impact on English Language skills, vocabulary and confidence. Reading ages can be increased dramatically in a short space of time. <sup>8</sup>	All	£9000	Some anecdotal evidence to suggest impact but no real long term evidence. Those pupils involved have improved in literacy as demonstrated by ...	Continue next year as part of the wider literacy plan.
<b>CATS Testing</b> - A cognitive abilities testing package designed to analyse student capacity on entry and to help inform future interventions.	These assessments give leaders a clear benchmark for Year 7 students on entry and allow a clear understanding of barriers and where the attainment gap is in order to form accurate and appropriate intervention.	Year 7	£12000	Significant gaps between SATs and CATs data have been discovered which have enabled us to address issues immediately with key pupils.	Continue next year as part of our target setting process.
<b>GL Assessments</b> – An age related standardised curriculum assessment for English, Maths and Science.	These assessments are used to diagnose special educational needs and further intervention required for students in English, Maths and Science. <sup>9</sup>	KS3	£12000	Data has been used effectively to support the intervention in core subjects throughout the year.	Continue next year as part of our target setting process.
<b>Literacy withdrawal</b> - A heavily supported literacy intervention programme designed to support those students who are lagging behind in reading and writing on entry throughout Key KS3. The programme includes Kinetic Letters, DASH test, extended Accelerated Reading, Lexia, TA	Students who are identified as having lower literacy skills based on standardised scores require intense intervention to allow them to access the curriculum. Research from the EEF suggests that Phonics, reading comprehension strategies and oral language interventions have proven	KS3	£45000	This programme has had an impact on student behavior in lessons with a significant drop in the amount of detentions, isolations and fixed term exclusions for our weakest PP pupils. Attainment outcomes are, however, difficult to judge with our previous KS3 assessment system.	Continue next year but make more closely tied to the delivery of English and Ebacc subjects and literacy across the Academy.

<sup>8</sup> <https://www.lexonik.co.uk>

<sup>9</sup> <https://www.gl-assessment.co.uk/about-us/>

Support and a Co-ordinator role.	substantive evidence of impact. <sup>10</sup>				
<b>Accelerated Reader</b> - A reading support programme designed to cultivate, track and improve student reading.	Accelerated reader has been proven to increase the reading age of students rapidly. Research from the EEF and Durham University indicates that it has an even greater impact on students from low-income backgrounds. <sup>11</sup>	Year 7,8 and 9	£15000	Every year group showed clear improvements in reading abilities following pre and post testing. Accelerated figures of improvement – ZPD Range <b>Yr 7</b> Pretest 3.5 – 5.5 Post Test 3.7 – 5.8  <b>Yr 8</b> Pretest 3.8 – 5.9 Post Test 4.2 – 6.4  <b>Yr 9</b> Pre test 3.6 -5.6 Post Test 4.6 – 8.6	Continue next year as part of our wider literacy plan.
<b>Doddle</b> - A whole school online package that sets tiered work, assesses pupil progress, sets and tracks homework and allows parents to take ownership of learning.	Homework is proven to consolidate learning and assess understanding of a topic. The EEF suggests that homework can have a positive impact when used as a ‘short and focused intervention’ and when it is ‘connected with a particular element of learning’. <sup>12</sup>	KS3	£4000	Overall Doddle usage remains very high with over 200,000 hits demonstrating the accessibility to extra learning for all pupils.	Continue into 2018/19 as part of a three year contract.
<b>Resources</b> - Teaching staff can apply for additional resources to assist disadvantaged pupils in ‘closing the gap’ with their peers through purchasing additional school resources and adding learning incentives.	Additional specialist materials, revision workbooks and equipment can help to engage students and allow them to access the curriculum.	All	£15000	Departments who accessed this money saw significant gains in outcomes including Drama, Maths, Art and Science.	Increase money available for departments to bid for. Provide full revision materials for all disadvantaged y11 and 13.
<b>Numeracy</b> - Focused numeracy programme at Key Stage 3, supported by a coordinator. Small group withdrawal and concentrated numeracy intervention for identified students.	Individual/small group learning to accelerate attainment and progress to expected level, as well as a numeracy curriculum developed to help to address gaps in knowledge and understanding.	KS3	£35000	Clear improvement in outcomes data at KS3 with PP cohort.	Continue into 2018/19 with increase to cover increased staff costs.
<b>Aspirations Mentor</b> - A mentor responsible for working with students with a focus on careers and aspirations.	Career routes, entry requirements and ‘world of work’ options are clarified and specifically targeted through mentoring, guidance, field visits and guest	All	£16000	All pupils leaving Year 11 and 13 moved into some form of recognized Education, Employment or Training.	Continue this funding and increase to include wider support from Connexions.

<sup>10</sup> <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/>

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/>

<sup>11</sup> <http://www.renlearn.co.uk/accelerated-reader/>

<sup>12</sup> <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-secondary/>

	speakers.				
<b>CPD – Continuing Professional Development</b> for all staff running throughout the year	Training staff with information, updates, creative ideas and support to help support our most vulnerable students. CPD also helps to develop quality first teaching, ensuring that no students are left behind.	All	£1000	Staff fully aware about the impact of barriers to learning although this is difficult to evidence as having direct impact on outcomes.	Continue this funding but ensure more accurate analysis of this year's results.

## Pastoral Interventions

Strategy	Rationale	Focus	Cost	Impact	Implications for future plan
<b>Attendance Officer</b> – Member of staff used to undertake home visits for students who are not attending school in order to support them getting back to school.	With disadvantaged pupils nationally having worse attendance than their peers, part funding for our Attendance Officer supports our work in ensuring pupils attend school regularly.	All	£12000	Attendance data has remained constant despite projected national and local falls. Our disadvantaged PA fell throughout the year from 21.3% at Christmas ending at 19.6%	Continue and increase spending on this to enable more hours for Attendance Officer.
<b>Rewards Trips</b> - We have half termly rewards trips where parents contribute to the cost of transport.	Rewards trips form part of our Positive Discipline policy in school where good behaviour and attendance is rewarded. The trips act as an incentive and help to motivate and engage students.	KS3 and 4	£6000	The high entry criteria for the rewards trip enabled pupils to set high expectations for behavior and attendance. This was part of the overall strategy for increasing PP attendance which rose from 92.4% in 2017 to 93.2% in 2018, and for reducing FTEs which fell from 8.2% in 2017 to 4.9% in 2018.	Continue into 2018/19 but lower expenditure due to increases elsewhere in the plan.
<b>Achievement Mentors</b> - A team of staff dedicated to provide targeted assertive mentoring to support academic and pastoral challenges.	Individual and small group mentoring to support with social, emotional and behavioural needs. All staff are team teach trained which allows positive and non-confrontational approaches to conflict.	All	£51000	Behaviour has undoubtedly improved across the academy (see Ofsted 2018) and this was a key investment in bringing down the FTE and other behaviour data from 8.2% in 2017 to 4.9% in 2018.	Continue into 2018/19 with increase to cover staff costs increases.
<b>Uniform and Transport</b> - Financial support for those families needing assistance with school transport costs.	Support for individual families for transport and uniform, allowing students to be able to access school.	All	(3 x 17000)	Attendance for these pupils remained in line with averages and would have dipped if not for the availability of transport.	Continue into 2018/19.
<b>Pass Survey</b> - a short survey that is used to gain insight into attitudes that could be hindering achievement	A survey used to understand student attitudes towards school and learning. Allows leaders to fully understand barriers to	All	£15000	The outcomes for this survey were used to identify barriers to learning. There is little evidence to link directly with outcomes but is a key part of our wrap around care (recognized as strong by Ofsted 2018).	Investigate cheaper alternatives going forward.

	learning, motivation and identify problems and concerns.				
<b>Breakfast Club</b> – A Key Stage 3 and 4 Breakfast club, providing food for our most vulnerable students.	A club providing food to ensure students make the most positive start to the day and are equipped both physically and mentally to learn. The club also provides a space to talk about worries, concerns and exam stress, as well as equipment to be able to study before school.	KS3 and 4	£4000	Take up of Breakfast Club was mixed although there is limited evidence to link to data. This does, however, form part of our wrap around care for our pupils (Ofsted 2018).	Continue but look to expand uptake.

## Enrichment Interventions

Strategy	Rationale	Focus	Cost	Impact	Implications for future plan
<b>Music Tuition</b> - A support programme designed to subsidise musical tuition fees for students.	Financial barriers to be overcome, allowing all students to access opportunities.	All	£12000	All pupils receiving support improved their externally assessed music grades.	Rising costs mean this is unlikely to be sustainable as a fully funded resource.
<b>Trips and Visits</b> - A provision to support those students unable to fully pay for field trips, visits, external clubs or other organisations.	Financial barriers to be overcome, allowing all students to access opportunities.	All	£10000	No student was prevented from attending a trip due to financial constraints. In a school with nearly 50% PP this is vitally important to ensure equality.	Continue into 2018/19.