

Pupil Premium Report 2017/18

Heybridge Co-operative Academy



Summary of the PPG:

The Pupil Premium is additional funding provided by the Government to bridge the attainment gap for pupils from disadvantaged backgrounds. The funding is to help schools to identify ways to support these pupils to ensure they have the same life chances as their peers as they move beyond school.

These figures are based on the data that was sent to school census as of January 2017. As a referral unit, our roll number and PPG entitled pupils is subject to fluctuation. A significant number of our students are dual roll and as a result, negotiations are required with their other school for us to receive PP funds for them.

Pupil premium funding is allocated as follows:

- They have free school meals (or have had in the last 6 years) £935
- They are a service child £300
- They are in care or have been in care for at least 1 day. £1900

Students that are currently 'looked after' are issued their PPG money through interventions identified on their PEP this has to be approved by their Virtual School.

	Single Roll to HCA	All enrolments to HCA
Total number of pupils on roll	51	135
Total number of pupils eligible for PPG	30 (58.8%)	53 (39.3%)
Total PPG budget for single roll	£21,505	
Actual PPG funding received	£18,855.83	

Summary of main barriers to learning:

Students attend Heybridge Cooperative Academy for a number of reasons but the one thing they all have in common is that they have been unable to cope in mainstream for whatever reason. Our main aim at the school is to re-engage young people with learning but to be able to do that we need to address the barriers that caused this first.

In school barriers:

- Previous poor attainment against age related expectations, in particular in numeracy and literacy.
- Attendance- long distances for some students to travel
- Poor behaviour/self-regulation including language skills
- Lack of confidence and self-esteem, which can include a lack of motivation to succeed.

External barriers:

- Use of public transport- long distances to travel
- Poor home learning environments
- Influence of negative factors in the community such as gangs and drugs
- Low aspirations and expectations of what pupils could achieve

Key Priorities and expected outcomes:

	Outcomes	Success Criteria
A	Improved levels of literacy and numeracy, particularly at the end of KS3 into KS4.	Pupils eligible for PP will match or exceed that of other students.
B	Improve behaviour and the ability for students to self-regulate their language and behaviour.	Increased POTA scores and reduced negative behaviour comments on SIMS.
C	Ensure all PP students have an onward plan post 16 and that they remain in Education, Employment or Training.	Increase the number of PP students who remain in Education, Employment or Training.
D	Increase levels of attendance for PP students.	Attendance levels increased.

Chosen approach:

A variety of interventions will be used on an individual basis to tackle a range of barriers to learning, to re-engage young people with learning and to reduce the gap between disadvantaged and non-disadvantaged students.

Intervention	Outcome	Link to key priority
1:1 Managing Emotions	Students are able to find ways to verbalise and self-regulate their emotions rather than finding other ways to act on them. This results in better behaviour in school and therefore improved attainment. It will also help students who are reintegrated back to mainstream in being successful and post 16 students a greater chance of succeeding in their next steps.	A,B,C,D
1:1 Maths/English support	Students are able to work 1:1 or very small groups to enable their specific needs to be targeted and their confidence increased with the subject. This in turn will improve attainment.	A
16+ support	Careers advice or further education support will ensure that students choose the right post 16 option for them. This is in the form of interviews and support with completing application forms and CVs.	C
Art with therapeutic conversations	Art with therapeutic conversations enables students to talk in a calm and informal setting. This is also helps to tackle issues with behaviour.	B
Arts Award	The arts award is a qualification students can achieve while taking on challenges in various art forms. This more creative subject helps to reengage students with learning, explores, and develops their ability to communicate and work with their peers.	B
Boot camp	Boot camp is a physical programme to help improve fitness and promote a positive peer support environment.	B

Boxing	A programme of fitness training promoting strength, balance and coordination in an environment that underlies attributes of respect, discipline and tenacity.	B
Circles Farm	Learners benefit from developing life skills including; animal and equine welfare, horticulture, health and beauty, retail, catering, building, craft and trade skills. This reengages young people with learning in a vocational environment and therefore helps to improve attendance. It also provides learners with the opportunity to gain additional qualifications.	A, B, C, D
Community Projects	Students are involved with a variety of community projects which helps to raise awareness of our school in the community as well as make students aware of local issues. Projects have included designing and building an umpire chair for a local tennis club and charity projects.	B
Complementary Education (Comp Ed)	Provides students with bespoke educational packages such as drugs awareness, CSE, healthy living, relationships etc. that compliments HCA education. This is particularly important for vulnerable and disadvantaged young people.	B, C
Danbury Outdoors	A programme of various outdoor and physical activities involving teamwork and problem solving. This promotes and fosters self-confidence while learning new skills as a team.	B
Educational Psychologist	An educational psychologist is able to assess and identify learning and emotional needs of young people and advise the best approaches to work with our students.	A, B
Exam invigilation	Occasionally a student is unable to take their exam in the centre for whatever reason. In these cases it may be possible for an invigilator to be sent to the home to enable them to take their exam.	A
Horse break	This programme enables young people to learn about equine management, reengaging them with learning as well as supporting their emotional health and well-being.	B, D
Media Project	The media project will enable students to work together to create a finished product. It tackles different topics and requires students to liaise with members of the local community.	B

Music Unlimited	The therapeutic nature of the music sessions enables students to express themselves through music. This could be through listening, singing or making music using instruments or technology. This helps to boost emotional well-being, confidence and self-esteem, which has a positive impact on attainment and attendance.	A, B, D
Prison No Way	This intervention is to help students become aware of the impact of going to prison as well as what they can do to avoid it.	B
Rally Sport	Helps students to develop confidence while developing skills in a hands-on, vocational setting with the potential to gain a qualification relevant to the motor vehicle industry. This setting is engaging and helps to improve attendance.	A, B, C, D
SJH Counselling	A psychodynamic counsellor works with young people to help them to gain insights and understand aspects of themselves. This enables them to deal with their feelings and emotions and have a greater awareness of themselves.	B
Speech and Language	A trained speech and language professional is able to work with the young people to identify any particular issues that may be holding them back from developing and communicating effectively. This advice is shared with teachers to enable them to implement strategies in their teaching.	A, B
Swimming	Swimming lessons provide students with a valuable life skill as well as promoting physical fitness and water safety. Due to the nature of this taking place in a public environment it also helps to reinforce appropriate behaviour.	B
Team Kinetics	Free running is a physical activity developing athletic skills while having to deal with the challenges and dealing with their fears along the way. This also helps to develop a positive peer environment and promotes teamwork.	B
Transport	Some students have to travel long distances on public transport and this can have a negative effect on attendance. Transport has been provided to enable students to attend revision sessions.	A, D

Uniform	School uniform to support disadvantaged students with their reintegration, also helps with confidence.	D
Wellies On	Wellies On is a therapeutic, hands on experience that enables students to work with different animals on the school site as well as having the opportunity to work towards a qualification.	B, C
YMCA	Students are supported in a mentoring capacity to enable them to engage with and access education as well as deal with their issues. This in turn enables them to be more successful at school and in other aspects of their life.	A, B, D

Attendance

This table shows the number of students who have improved their attendance since joining our school.

	Non PPG		PPG	
	No.	%	No.	%
Total students with attendance on Entry	58		32	
Students Improving attendance on Entry	43	74%	28	88%

PPG students actually have a better improvement to their attendance than their peers. This is due to a variety of reasons including support from Home School Liaison, taxis, bespoke timetabling and vocational offers to improve engagement with education.

Making or exceeding expected progress

This table shows the number of each students in each year who have made or exceeded expected progress from baseline

	English				Maths			
	Non PPG		PPG		Non PPG		PPG	
Year Group	No.	%	No.	%	No.	%	No.	%
7	3	100	1	50	3	100	2	100
8	5	63	2	50	4	50	1	25
9	3	38	4	67	2	33	5	63
10	14	61	5	36	7	35	8	17

Expected or exceeding progress in English and maths is varied but it should be noted that particularly at KS3 we are dealing with very small numbers of students. Small class sizes enable teachers adapt to the individual needs of the students, intervening quickly. In year 10, with the introduction of GCSE courses there is a noticeable decrease in the number of students making expected progress. Moving forward we need to ensure that we are providing more support with the transition between key stages. As one of the barriers to learning is attendance, increasing and maintaining this will have a positive impact on the progress made by students.

GCSE results for 2017-18

	Non PPG (23)		PPG (18)		Non PPG Boys (13)		PPG Boys (11)		Non PPG Girls (10)		PPG Girls (7)	
Eng 9-4	7	30%	1	6%	3	23%	0	0%	4	40%	1	14%
Eng 9-1	21	91%	16	89%	12	92%	9	82%	9	90%	7	100%
Maths 9-4	5	21%	1	6%	2	15%	1	9%	3	30%	0	0%
Maths 9-1	21	91%	12	67%	12	92%	7	64%	9	90%	5	71%
E&M 9-4	5	21%	0	0%	0	0%	0	0%	3	30%	0	0%
E&M 9-1	19	83%	11	61%	11	85%	6	55%	8	80%	5	71%

Although the difference between Eng 9-1 results is minimal, next year we do need to focus on diminishing the difference in Maths 9-1 results. There are already plans in place to enable students to take a functional skills paper in maths which will hopefully boost their confidence with maths and help them to recognise that they can achieve success in the subject. We also need to focus on improving the number of 9-4s in both subjects. However, it should be noted that a number of students who participated in alternative provision offsite did complete alternative qualifications to GCSEs.

The Education Endowment Foundation estimated the national gap for GCSE English and Maths 9-4 to be 23.4 percentage points in 2018 between non PPG and PPG students. Compared to this estimation our gap is slightly smaller at 21%.

Actual spend

It should be noted that we spend a lot more on pupil premium students than we actually receive. Many students are PPG but are also dual roll and their referring school receives their funding, however we still include them in interventions and other activities. Other reasons for this increased spend include spending money on taxis to enable students to attend which may be much further away than their referring school and to provide students with alternative opportunities such as Rallysport, Circles and youthbuild to reengage students with learning when a mainstream setting has not already been successful for them. Therefore, the actual spend outlined in the table below has been allocated based on the number of PPG students involved with the various activities and interventions and had been used to subsidise the cost.

Action	What does this mean?	Monitored by	Cost from PPG funding	Specific intended outcome	Reviewed by	Outcome: Actual impact
Provide support for young people to attend alternative provisions such as Rallysport and Circles.	Some students require more vocational paths of study to enable them to engage with learning and to be successful. PP funding will be used to support with these costs.	CB & TM	Budgeted £3500 Actual £3000	Improved attendance. Students are able to gain a vocational qualification. Students gain a maths and English qualification.	CB	Students who attended this provision in year 11 left with qualifications or completed units towards a qualification. Attendance compared to entry also significantly improved for most students.
Provide support for PP students to attend offsite activities such as Team Kinetics, Danbury Outdoors and Horsebreak	To promote personal development, teamwork and provide opportunities that disadvantaged young people might otherwise not experience.	CB & DK	Budgeted £3000 Actual £3000	Improvement in behaviour and social skills. (POTA scores) Improved attendance.	CB	Of the students who attended offsite activities their overall attendance has significantly increased.
Arts participation- Music unlimited provides 1:1 opportunities for students to express themselves through music; the Arts award	The arts have been recognised as having a positive impact on academic learning, creativity, confidence and well-being. Arts with therapeutic	CB & JG	Budgeted £9700 Actual £8500	Improvement in behaviour and social skills. (POTA scores)	CB	Students are very keen to attend music lessons. Several ASR students attend music or art as one of their first lessons

also promotes teamwork and creativity.	conversations, music lessons and the arts awards are just some interventions.					to start reengaging them with school attendance.
Use professionals to assess and provide advice for strategies to use with young people to help improve their speech and language and academic attainment as well as emotional well-being.	Speech and language therapy enables students to have strategies to help deal with their frustrations as well as advice for teachers on how to use activities to promote learning. Counselling helps students have a greater understanding of themselves.	CB & JG	Budgeted £1500 Actual £1500	Students have a greater awareness of themselves and are able to self-regulate their emotions and behaviour. Improved attainment in academic subjects.	CB	The speech and language specialist worked with 2 students. One student was identified as being in line with expectations. The speech and language therapist gave suggestions for teaching with the other student which was then implemented in lessons and from support by LSAs.
Wellies On- pay for resources to enable a shelter to be built to support the Wellies On project.	Resources for the flat pack farm have been purchased and students will help with the construction of the shelter, developing new skills. This will also help support the therapeutic activities involved.	CB & LJ	Budgeted £400 Actual £376	Students work together to help build a shelter for the animals. Students are able to attend therapeutic sessions, behaviour and social skills will improve.	CB	Year 10 students started working on units to go towards a qualification that they will be able to complete 2018-19. Year 11 students also completed some units. The session has also

						provided therapeutic activities which has enabled some ASR students to attend and start engaging with provision on site before starting to attend subject lessons.
Post 16- provide opportunities for students to receive post 16 guidance and support with CVs, applications and interviews.	Directions hold 1:1 discussions with young people to support them in making decisions about the next stage of their education or training.	CB & LJ	Budgeted £200 Actual £200	All students have a plan for post 16 training or education. Improved success rates for students remaining in education, employment or training.	CB	Of 26 PPG students who left us from year 11, 77% have a confirmed destination and are EET. 15% have medical or other reasons as to why they cannot be in EET. 8% are NEET.
Maths and English resources- provide resources to support students in maths and English. This could also include specific intervention support.	Provide students with revision guides and resources to enable them to achieve success in maths and English.	CB & CM/WC	Budgeted £400 Actual £250 (£125 per subject)	Improved outcomes for attainment in maths and English.	CB	Revision resources were given out to students for their GCSE exams in English and Maths. See exam data and analysis.

Transport- subsidise some transport costs to help students who have long distances to travel improve their attendance.	Some students with poor attendance struggle with multiple buses or long journeys to get into school.	CB	Budgeted £2000 Actual £2000.33	Improved attendance.	CB	Of the students who have received a taxi, all of their attendances improved compared to their attendance on entry.
Uniform- subsidise uniform costs for some students.	When students join HCA they are expected to wear the school uniform and equally when students move on to other schools they may need support to buy the uniform to fit in at their new school.	CB & VR/TM	Budgeted £100 Actual £29.50	Improved confidence and self-esteem for new students about starting at their new school.	CB	All students are able to feel part of the community and a not disadvantaged due to financial circumstances.
Anticipated expenditure:			Budgeted £20800 Actual received £18855.83 Actual £18855.83			
Review Dates:	To be reviewed July 2018					

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