



Ark Elvin Pupil Premium: Strategic Plan: 2017 - 2018

Context of School

Ark Elvin opened as an academy in September 2014. In its first two years the previous leadership team stabilised the school and tackled a number of significant and entrenched HR issues. However, outcomes did not improve quickly enough, particularly in addressing the gap between pupil premium and non-pupil premium progress. The current Principal took over in January 2017 and took a series of decisive steps to significantly move the school forward – leading a restructure to create a staff organisation that better met the needs of the school’s pupils, revising the curriculum, the structure of the school day and implementing a new behaviour system to bring consistency across classrooms and minimise low level disruption. The school received its first OFSTED inspection in June 2017 and came out of special measures and whilst the early signs of improvement were recognised the report agreed with the school’s own self-evaluation that provision required improvement. The OFSTED report also highlighted that although lower ability disadvantaged pupils achieve well, those of middle and higher ability do not. It noted that leaders accepted this is a priority and that plans were in place. This year, there has been a specific focus on the profile and progress of our Pupil Premium pupils within the school including the tracking of all interventions that are taking place, both pastoral and academic, to ensure that they result in improved outcomes for our disadvantaged pupils.

Three new VPS were appointed and the school was fully staffed for the start of the academic year 2017/18 and in January 2018 we moved into our new building. Whilst building work continues the new facilities match the high expectations of the whole team at Elvin. The leaders, staff and pupils alike have used this as an opportunity to raise standards and expectations. We believe the school is now effective with a strong capacity to improve further.

Ark Elvin is a growing school – currently it is 7 form entry but we are planning to expand year on year to become an 8 form entry school. The Principal made the difficult decision to temporarily close the sixth form until KS3 and 4 progress was significantly improved and has worked closely with two outstanding Ark schools in the North London region to ensure that all Y11 pupils have outstanding provision to move onto post-16 education. The plan is to re-open the 6th form in September 2019.

Our attainment on entry is significantly below national average and a significant number of pupils in each year group do not have KS2 data as they were not previously educated in this country before joining the school. This academic year we have welcomed over 90 new pupils as mid-term arrivals of which over 80% are new to the country and to English. This picture is changing, and our current Year 7 has both a much improved attainment level on entry and the highest number of pupils with KS2 data but attainment remains significantly below national average.

Year	% with KS2	Average attainment on entry
11	38%	2.3
10	41%	2.6
9	55%	2.9
8	68%	3.3
7	73%	3.5

Whilst the school has 27% of pupils who qualify for PP funding, the numbers do not reflect the levels of disadvantage within the school. Uptake on FSM amongst our largest ethnic group, Indian, is low- just 2%. This is similarly low amongst the pupils who have joined us from abroad – just 5% of whom receive FSMs. Whilst experiencing economic

disadvantage and despite our on-going efforts, they are not able to or are choosing not to apply for FSM. This results in two starkly different cohorts as outlined in the table below.

	Pupil Premium	Non-Pupil Premium
% High	25%	11%
% Mid	45%	26%
% Low	30%	63%
% EAL	22%	79%
% with KS2 data	89%	59%

This highlights that our PP pupils are more likely to be high and mid attaining, more likely to have attended primary school in this country, more likely to be black and less likely to be EAL. Our low attaining pupil premium pupils are higher attaining than our low attaining non-pupil premium pupils who are more likely to join us at significantly lower starting points. There is not a marked wealth gap between our two groups, and in fact, significant levels of disadvantage exist amongst our pupils who are categorised as non-PP.

Year	PP		Non-PP	
	NO.	%	NO.	%
7	32	19.28%	134	80.72%
8	60	35.09%	111	64.91%
9	59	37.58%	98	62.42%
10	45	24.59%	138	75.41%
11	55	33.74%	108	66.26%
Average		29%		71%

Pupil premium pupils' attainment outperforms their peers but progress lags behind. New leadership in January 2017 found year 11 progress to be lacking and that progress of disadvantaged pupils was a concern. Progress improved in the remaining two terms but was still below national average in the final results. It was clear that historically funding decisions were not rigorously evaluated, and that impact was not monitored sufficiently to be able to assess impact. We are currently still waiting the final decision on dis-applications from the DfE- the evidence submitted is awaiting review but if approved will bring the final results for disadvantaged pupils to above national averages.

The school is now rapidly improving and plans to address and monitor performance of our PP pupils progress are in place. This is beginning to have an impact on improving the outcomes for all pupils and for our disadvantaged pupils. The table below shows that the progress and attainment of our disadvantaged pupils is improving in year – but there is still significant work to do.

PP pupils	National	Yr 11 (final 16/17)	Yr 11 current Aut 2	Yr11 Average Att	Yr 10 current Aut 2	Yr10 Average Att	Yr 9 current Aut 2	Yr9 Average Att	Yr 8 current Aut 2	Yr8 Average Att	Yr 7 current Aut 2	Yr7 Average Att
Overall	-0.4	-0.71	0.3 ↑	4.1 ↑	-0.1 ↑	4.3 ↑	-0.5 ↑	3.4 ↑	-0.4 ↑	4.0 ↑	-0.2	3.8
English	-0.41	-0.52	0.5 ↑	4.2 ↑	-0.2 ↓	4.0	-0.2 ↑	4.1 ↑	-0.5 ↑	3.9 ↑	-0.4	3.4
Maths	-0.38	-0.16	0.3 ↑	4.0 ↑	0.2 ↑	4.3 ↑	-0.7 ↓	3.2 ↓	-0.1 ↑	4.2 ↑	-0.1	3.7

*grey boxes comparing Progress 8 (only comparing pupils with KS2), current attainment shows all pupils

average progress.

Since sum2 (16/17) average progress in KS3 has improved by +0.2 and in KS4 +0.4. Average attainment of pupil premium students in KS3 has improved from 3.6 to 3.7 (compared to non-PP of 3.5 in KS3) and in KS4 3.5 to 4.2 (compared to non-PP of 3.7 in KS4).

Key points for disadvantaged pupils outcomes-

- Progress of PP pupils in KS4 is rapidly improving and is close to that of pupils from similar starting points
- Progress of PP pupils in KS3 is improving but gaps still remain between pupils with similar starting points
- Although high/mid prior attaining PP pupils progress is improving rapidly- progress of this group still remains a priority for the school

School summary for 2017 - 2018

Total number of pupils on roll	870
Pupils eligible for PPG	Percentage: 29% No: of pupils: 251
Total amount of PPG expected	£257,125.00

Key plans for further improvements of PP pupils progress

1. Provide sufficient stretch and challenge for our mid and high attaining pupils
2. Tackle low attendance of our PP pupils (93.1 compared to 96.1)
3. Address behaviour issues amongst of PP pupils (exclusions 10.5 compared to 2.1)
4. Raise aspirations and ensure all PP pupils have the right guidance for post-16, university and career options
5. Support PP pupils to develop the habits of success and feel positive about school through engagement in a range of enrichment activities and the character development programme.
6. To address the practical barriers to PP progress (learning equipment, access to reading materials, quiet homework space, IT facilities) and the cultural deficit.

Desired outcome	Cost	What is the evidence for the rational?	How will you ensure it is implemented?	When will you review implementation?	Staff lead
1. Provide sufficient stretch and challenge for our mid and high attaining pupils					
To improve progress to at least 70% making good or better progress	-	Please see PP data review- not all groups are making 70% minimum expected progress- in particular our high and mid attaining PP pupils in KS3	Through department analysis sheets and class next steps sheets.	Whole school data analysis after each assessment point Department reviews to be tracked and impact to be seen after each assessment point (3 times a year) with RCU/CCL. Class next step sheets to be reviewed after each hinge point with line manager	CCL

Stretch our high and mid attaining PP pupils in year KS4 by providing weekly study skills sessions.	TalentEd Programme- £7,495	High and mid prior attaining pupils still remain as a whole school priority (please see data review)	Weekly sessions to be reviewed.	AEL to track the impact of the pupils selected for TalentEd throughout the year.	AEL/YAK
To improve the quality of teaching to ensure that 80% of lessons are effective/good or better	High quality teaching and learning CPD weekly- £20,000 (please see training calendar)	Teaching and learning required improvement in 2016/2017. This year, we also have a high levels of trainee teachers in the school.	Training, learning walks, formal observations, book-looks	Termly through teaching and learning data reviews.	SDO
To improve the progress and attainment of PP pupils in KS3 in English to be in line with minimal whole school target of 70% expected or better than expected progress-particularly of the high and mid attainer's in year 7 and 8 English	English mastery (staff training & development)- £4,200	Progress in year 7 English for PP pupils is 59% making expected or better than expected progress (compared to 62% non-PP) Year 8 English PP 52% making expected or better than expected progress (compared to non-PP 67%)	Through rigours tracking of the department data review action plan, tracking of key target pupils on class next step sheets, book-looks, learning walks, assessment point data.	After each assessment point- whole school data review, departmental data review and impact review from class next steps sheets.	RCU/ASH
To improve the progress and attainment of PP pupils in year 9 in Maths to be in line with minimal whole school target of 70% expected or better than expected progress-particularly of the high and mid attainer's	Maths Mastery (Staff development and training)- £4,000	Progress in year 9 maths for PP pupils is 40% of pupils making expected or above expected progress (compared to 56% of non-PP). Below who school target of minimal of 70% making expected or above expected progress.	Through rigours tracking of the department data review action plan, tracking of key target pupils on class next step sheets, book-looks, learning walks, assessment point data.	After each assessment point- whole school data review, departmental data review and impact review from class next steps sheets.	CCL/SJE
To ensure that progress, particularly in maths and English, is expected or above expected	Additional maths and English in KS4- £4,000 Year 11 residential for English & Maths- £7,000	Progress in all subjects requires pupils to have good numeracy and literacy skills. Some pupils will have additional English and Maths in small groups in order to develop a secure footing in these foundational skills.	Through rigours tracking of the department data review action plan, tracking of key target pupils on class next step sheets, book-looks, learning walks, assessment point data	After each assessment point- whole school data review, departmental data review and impact review from class next steps sheets.	CCL

Total spending: £46,695

2. Tackle low attendance of our PP pupils

To ensure there is no significant difference between PP and non-PP attendance and there is an improvement of the attendance of our PP pupils to be in line with our school target of 96%	EWO & PSL- £35,000 Attendance awards and celebrations- £3,000	Attendance for our PP pupils is currently 93.1 compared to 96.1 for our non PP pupils	Preventative methods- breakfast club, before school enrichment. Through daily phone calls made my PSL's, weekly pastoral views will highlight any concerns and this will be passed on to our EWO	Weekly attendance meeting with EWO. Every half term at pastoral review meetings. This will also be seen in our weekly pastoral data reviews	TOI
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Total spending: £38,000

3. To improve the behaviour of our PP pupils to see a reduction in the number of corrections & exclusions of our PP pupils

Address behaviour issues amongst of PP pupils	GRIT & Place2be- £10,000 PSL's- £18,000 Jubilee Academy- £18,000 Seclusion manager- £10,000	The percentage of PP pupils with one fixed term exclusion or more is currently 10.5% compared to our non PP which is 2.1%	There will be lots more preventative methods through Place2be and GRIT. Pupils are risk of exclusion will also be highlighted at the pastoral review meetings	Every half term at our pastoral reviews. This will also be seen in our weekly pastoral data reviews	TOI
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Total spending: £56,000

4. To raise the aspirations of our PP pupils to ensure that 100% of PP pupils get into good or better colleges

Raise aspirations and ensure all PP pupils have the right guidance for post-16, university and career options	University trips- £5,000 Prospectus careers advisor one day a week- £7,500	Destinations data in the school shows that pupils are not progressing to appropriate or aspirational destinations	Through the raising aspirations programme- each child will have one university visit and a guest speaker in assembly once a half term. Pupils in year 11 will all be interviewed by our careers advisors. The is also being monitored by the post-16 destinations tracker	Annual review against targets- minimum of 97% of year 11 pupils going to a good or better post-16 provider (destinations data) Review of progress from baselines for the RAISE project	ACI/JOL
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Total spending: £12,500

5. Support PP pupils to develop the habits of success and feel positive about school through engagement in a range of enrichment activities and the character development programme

For pupils to develop the habits of success through the character development programme	Character development £5,000	Pupils to develop self-esteem, self-discipline and learn the habits to be successful in school.	Pastoral data	Pastoral data reviews (termly)	Culture and ethos team.
To increase the number of pupils who are attending enrichment	School trips £3,000 Music tuition:	To ensure all pupils have access to enrichment that enhances cultural literacy enriches their curriculum and raises	Attendance of enrichment activities	Pastoral review process	Culture & ethos team

opportunities.	£1,265 Additional salary for TA's to run after school clubs £16,000 Work Experience (summer term- year 10) £10,000	aspirations. Including: trips and visitors, clubs and special visitors to the school			
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Total spending: £45,265

6. To address the practical barriers to PP progress (learning equipment, access to reading materials, quiet homework space, IT facilities) and the cultural deficit.

Financial hardship	Uniform expenses- £5,000 After school homework/ computer club for KS3 and KS4 staffing- £10,000	Many of our PP pupils often struggle with correct uniform- this can be subsidised from PP budget. We are now offering computer and homework clubs after school. Many of our pupils do not have access to a computer/internet at home- we have now invested in Hegarty Maths (an online maths resource) to fill gaps in knowledge. This facility will now allow them to complete this work.			Pastoral team
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Breakfast club	Staffing – £4,290 Resources- £3,000	To ensure pupils who receive PP funding receive a healthy free breakfast every day to set them up for learning	Attendance & punctuality to school. Track attendance of breakfast club (LSA)	Termly monitoring of impact- see SEN action plan	LSA/RTH
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To ensure that our PP pupils have all the revision materials they require to enable their progress	All year 11 PP pupils have revision guide in every subject- £8,000 Revision guides printed before each assessment point- £3,000	Our PP pupils often lack the material resources they need to be successful in their assessments. This has been brought up at our school council and by the JLT.	We will hand out revision guides to the pupils before each assessment point. These will also be uploaded to the websites.	These will be reviewed by our AP for assessment and AP for curriculum before each assessment point. Evidence of impact will be seen in the outcomes.	
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Total spending: £33,290

Additional strategies

Brent Educational Psychology Service	£3,000	Psychological advice to contribute to statutory assessments - this includes EHCP initial meetings,	RTH to review- please see SEN action plan	RTH to review- please see SEN action plan	RTH
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		assessment and report writing LA directed work where appropriate Annual planning and review discussions and service evaluation			
Additional support to our SEN PP pupils	United Colleges Group- £17,040 London North West Healthcare- £6,862	FT Vocational Studies – Construction Day release sports award Specialist assessment and management plans for young people with a range of speech language and communication difficulties. These are both for SEN pupils who are struggling with mainstream schooling and therefore attend college courses either part time or full time.	RTH to review- please see SEN action plan	RTH to review- please see SEN action plan	RTH
Total spending: £33,290					

Review of impact 2016-2017

Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
To increase progress in GCSE'S for Year 11 PP pupils through small group interventions	Pupil turnout to interventions was low- the intervention turnout was also not tracked so therefore it was difficult to judge the impact. For pupils who regularly attended intervention, outcomes improved.	Tighten processes around intervention turnout and expectations. All interventions are now timetabled period 7 lessons- registered taken and tracked daily.	£12,000
To increase progress in year 11 with high prior attaining groups through personalised online tuition using 'TutorTap'	This was challenging due to the facilities in school and pupils ability to access the tutor online. The quality of the tutors also varied.	We have decided not to use this service this year. The quality of tutors was variable and we have provided pupils with more in school interventions	£8,000
To offer EP support and early identification of needs as well as support and training for staff	Yes- pupils who received EP support and this had impact to their behaviour, attendance and outcomes	Yes we will continue to use this service	£24,000
To support with the use of language in lessons, broadening vocabulary and developing confidence in speech through Speech and Language therapy	There were 4 pupils last year who were seen by the speech and language therapist regularly. Pupils made significant progress	We will continue to use the service when required	£7,000
To rapidly improve the reading ages of our PP pupils in KS3 for children below 7 through Fresh Starts phonics through training teachers	Yes- please see reading age data review	This year we have invested in English Mastery, Phonics programmes and	£5,600

		Rosetta stone programme	
To provide targeted support to increase outcomes for PP pupils through holiday and Saturday school	Provided Easter residential which had a positive impact and after school interventions. Saturday classes took place in Science & geography.	We will continue to provide after school interventions and will run half term and at Easter (where we will run the residential again). School will be open on Saturday's for revision when requested by teacher.	£20,000
To improve the quality of teaching and learning for PP pupils by providing support for middle leaders	Yes- we have focused on our middle leaders and this is having impact in the quality of teaching and learning (please see teaching & learning data review)	Yes- the development of middle leaders will continue to be a high priority (please see training & ALT agenda)	£40,000
To ensure clear data tracking of PP pupils and drive teacher & learning. Data manager appointed	PP pupils were closely monitored and awareness was raised of the group.	We have appointed a new data manager since September who closely tracks the pupils after each assessment point (please see PP data review)	£45,000
To target individual PP pupils to ensure good attendance	PP attendance did increase, but not in line with non PP pupils	Yes we will continue to track this group closely through the weekly pastoral review process and the work with the EWO.	£17,000
To improve behaviour amongst our target PP pupils by providing weekly mentoring	Behaviour has improved across the school- this has been noted in the monitoring visits.	Behaviour of our PP pupils will be tracked more closely- through the weekly pastoral reviews and the half termly pastoral review process.	£7,900
To increase punctuality of our PP pupils to 94%	Punctuality improved, but not in line with non-PP pupils	We will continue to track the punctuality of our PP pupils- this will be reported in the weekly pastoral reviews.	£14,000
To improve the preventative support to PP pupils by restructuring support staff to focus on disadvantaged pupils	Yes- we were able to recruit 4 PSL's to support with mentoring of our pupils- this has impacted their behaviour	This year we will work with GRIT and Place2be, along with the pastoral review process, to ensure that preventative methods are in place.	£52,000