

Pupil Premium Funding 2016-17: Impact Report



Approach	Amount	Breakdown	Detail	Intended Impact
Daily English and maths teaching to all students in all year groups (typically 2 hours per week more teaching than most mainstream schools in England). Additional staff capacity and support in these subjects focussed on maximising the progress of disadvantaged learners.	c.£60k	Higher staffing allocation in English (7 teachers) and Maths (5 teachers); equivalent to one extra English and Maths teacher compared with a traditional curriculum model.	Many class sizes in across the school are smaller than average and whilst class size is not the biggest lever for improvement it allows us to target very carefully at this point.	Year 7 Ark Assessment+ core subject end of year age related progress +0.25 Year 8 Ark Assessment+ core subject end of year age related progress +0.5 Year 9Ark Assessment+ core subject end of year age related progress +0.5 Year 10 progress estimate in English and maths of 0.8 Year 11 progress in maths and English of 0.8.
<p>Impact</p> <p>Overall non PP students had higher average attainment than PP students; 4.5 compared to 3.6. This is reflected in English and Maths attainment:</p> <p>PP: 9 – 5 in English & Maths = 18%</p> <p>Non PP: 9 – 5 in English & Maths = 28%</p> <p>In terms of overall average progress the gap between PP and non PP students was narrow, with average progress of 0.0 for non PP students compared to -0.2 for PP students. Progress of PP students in English is in line with national expectations (average progress of 0.0), however non PP students made more progress with an average of +0.5.</p> <p>In maths the average progress for all students was below national expectations, however the gap between PP and non PP was smaller; PP students made on average -0.5 progress compared to -0.4 for non PP students.</p> <p>Key stage 3:</p> <p>In maths over key stage 3, PP students made more progress than non PP (PP -0.2, non PP – 0.5). In English students made very similar progress (PP – 0.5, non PP – 0.4). There is still work to do to ensure all students make good or excellent progress across key stage 3.</p>				
A longer school day	c. £65k	30 hours taught per week: 5 hours per week above that of most mainstream schools (6 days in 5).		Most subjects in years 7, 8 and 9 have at least 2 hours teaching per week (in other England schools this is often 1 hour per week).
<p>Impact</p> <p>Key stage 3 curriculum offer is broad and balanced. At key stage 3, students make good progress against national expectations. (Average progress 0.0), and as seen above in the core subjects the gaps between PP and non PP are small.</p>				

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This is reflected at GCSE where average progress of PP and non PP students is not significantly different, however there are still significant gaps in the attainment of PP and non PP students which need to be narrowed.				
Provide funded instrumental tuition to all students who opt for GCSE music.	c. £2k	At least 30 minutes 1-1 tuition per week funded peripatetic music teaching	All students who opt for GCSE music have funded music lessons for their chosen specialist instrument.	Improvements in outcomes in Music across the school. All students achieve C+ in GCSE music.
<p>Impact</p> <p>GCSE music results in summer 2017 were good, with 100% of students achieving a C grade or above. Students made good progress compared to national expectations with an average of +0.1. Pupil premium students made more progress on average than non PP (+0.7 compared to -0.8). There was no gap in average attainment between the two groups of students.</p>				
Provide Band Musicianship project to all year 7	c. £5k	All students in years 7 learn to play drums, guitar, bass guitar and sing and play as a band. This funding contributes towards the funding of three musicians who come into school for two days per week.		Improves musical skills, confidence, team building and learning skills across the curriculum.
<p>Impact</p> <p>All students in year 7 performed in the Band Musicianship Showcase. All bands recorded their songs onto a CD. A number pupils participated in the Ark Music Gala at the Barbican. There is an increased enthusiasm in music and confidence in the performance amongst year 7 students.</p> <p>In year 7 students make excellent progress on average (0.7), with PP students making more progress than non PP students (0.8 compared to 0.3). However non PP students still have higher average attainment than PP (4.8 compared to 4.5).</p>				
Provide additional careers education, information, advice and guidance. Expose students to university and careers experience	c. £2k	£2K school funding to support delivery of CEIAG activity.	PP students receive extended CEIAG provision (additional careers guidance interviews).	Destinations of PP students similar in distribution of qualification level and institution type to that of other students.
<p>Impact</p> <p>All pupils in year 11 are enrolled onto further education or training courses. The majority have signed up to be tracked and will be followed up by the careers advisor to ensure success on their new courses. All pupils in year 11 received at least one 1-2-1 guidance meeting with a trained careers</p>				

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advisor, and those at risk of NEET received additional support.				
Provide Place2Be counselling service.	c. £2k	School based mental health support – emotional and therapeutic services	Individual, group and parental engagement in counselling sessions	Improved behaviour, attendance, engagement with lessons and learning
<p>Impact</p> <p>Place2Be has provided an important service to all pupils, with xx benefiting from individual counseling sessions throughout the year. Pupil and parent feedback clearly shows the value and impact of Place2Be.</p>				
Additional student support manager	c. £12k	To create extra pastoral capacity to support pupils with improving behaviours for learning	Student support managers are non-teaching posts and support all aspects of pupil welfare with individual meetings, group sessions, meetings with parents and outside agencies.	Improved behaviour, attendance, engagement with lessons and learning for pupil premium pupils. There is no difference in attendance and exclusion figures between pp and no pp pupils
<p>Impact</p> <p>Check data on attendance and exclusions for pp and non pp pupils.</p> <p>During 2016-17 there were 4 permanent exclusions, of which all were PP. There were 27 fixed term exclusions involving 19 pupils. Both of these figures were below the national and Ark average.</p> <p>An additional post was created during the school year to support a large number of in year admissions.</p>				
Virtue Curriculum	c. £3k	To fund an additional staff allowance to develop the Virtue curriculum in school	The Virtue curriculum is a formal taught subject at Ark Kings. Every pupil has one hour of Virtue per week.	The Virtue curriculum develops the skills, experiences and capacity for pupils to become citizens and leaders in school and prepares them for the challenges of living in modern Britain.
<p>Impact</p> <p>The Virtue curriculum is well led with a clear curriculum programme that provides opportunities for pupils. All students wrote and delivered a personal exposition to a peer audience three time throughout the academic year year. As well as demonstrating the ability to speak with confidence, students showed a depth of understanding on a range of challenging topics, such as mental health, consent, democracy, discrimination and national</p>				

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and global politics.				
Reading for Pleasure	c. £3k	Reading for Pleasure is a new whole school initiative to improve	To provide whole class sets of reading books to be used in the daily 30 minute reading lesson	To raise the reading ages of pupils, develop a love of reading and exposure to the cultural capital of literature
<p>Impact</p> <p>Each pupil now reads for 30 minutes per day as part of their timetabled curriculum, with texts that are appropriately challenging and enriching. This has developed confidence and ability in reading.</p>				
Appointment of an additional teaching assistant	c. £10k	Contribution towards the salary cost of teaching assistant	To create additional support for pupil premium pupils with an emphasis on improving literacy	Improved reading ages and engagement across the curriculum demonstrated by progress figures as above
<p>Impact</p> <p>The additional post has enabled more targeted support to pupils with literacy need and those that joined the school as in year admissions during 16/17.</p>				