

What is the Pupil Premium Grant?

The Pupil Premium Grant (PPG) is additional funding given to schools so that they can support disadvantaged pupils and close the attainment gap between them and their peers. Pupil Premium funding rose to £1.875 billion in 2013–14, with schools receiving £935 per disadvantaged child.

To find out more, visit the [What You Need to Know](#) guide on the Department for Education website.

Pupil Premium Grant – Report on 2015/16 Spending

The academy received additional PPG funding based on the number of students at our school who are eligible for Free School Meals, as outlined below.

Total number of students on roll	1029
Number of students eligible for the PPG	566
% Eligible for PP funding	55%
Value of PPG received per student (£)	£ 935
Total value of PPG received (£)	£ 529 210

Use of the Pupil Premium Grant

In line with the rationale for the PPG set out by the Department for Education, Heartlands High School aims to support our disadvantaged students through targeted intervention and whole-school initiatives, both academic and pastoral, including (but not limited to):

Interventions

Pastoral Interventions:

Attendance manager	£19 428
Behaviour/Engagement Team (5 HLTAs)	£89 387
Alternative Provision & IAG Co-ordinator & Costs	£37 900

High Quality Teaching:

Staff Training and Development	£11 000
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Academic Interventions:

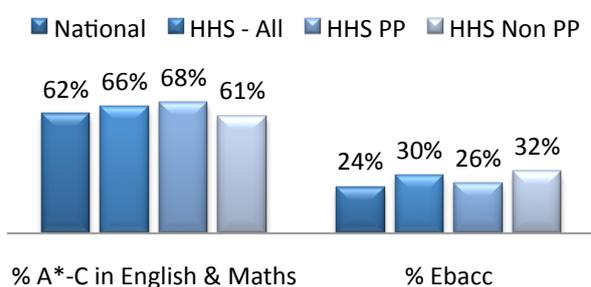
Maths/English booster Curriculum (Years 7–11)	£52 900
One to one intervention in English & Maths	£61 878
Faculty based HLTAs (Focus: Raising achievement of disadvantaged pupils)	£179 947
Beyond Words: Accelerated Reader Programme Whole school reading Coordinator Library Assistant	£41 250
Weekend and Holiday Schools – targeted intervention	£9 000
Residential revision courses – 20 students/4 Staff for 2 days	£2 600
Opportunities Fund (Department allocation, Sports fund, Trips fund, Library, ASD fund)	£30 000
Total Cost apportioned at 55% of full Academy cost	£ 535 290
Total grant	£ 529 210

Impact of the Pupil Premium Grant

The impact of the PPG in enabling us to deliver targeted support and intervention for disadvantaged pupils is evident in the progress of Pupil Premium students across the curriculum, which is substantially above that of All Pupils and Pupil Premium students nationally. The progress made at Heartlands by Disadvantaged Students places us in the top 13% of schools nationally for this group. However, the attainment of Pupil Premium students in the 2016 GCSE exams is lower than that of Non-Pupil Premium students and this remains a key area of focus for the school.

Evaluation – Outcomes and Progress

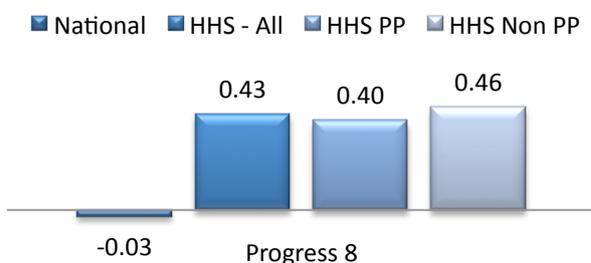
GCSE Results 2016



In English and Maths, Pupil Premium students outperformed Non-Pupil Premium by 7%. Disadvantaged students' attainment in English and Maths also exceeded the national average for all pupils by 6%.

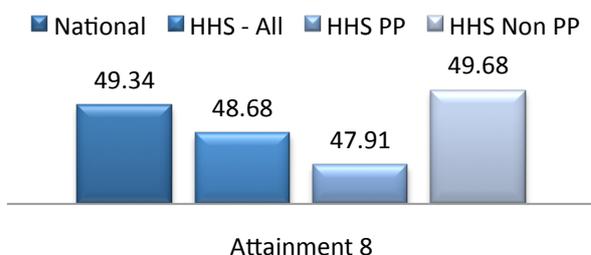
In Ebacc, the results for Pupil Premium students were 2% above the national average for all pupils but were 6% below the percentage for Non-Pupil Premium students at Heartlands. This attainment gap for PP students in the Ebacc subjects is a key area of focus for us.

GCSE Results 2016 Progress 8



Progress for all students at Heartlands is significantly above the national average at +0.43. There is a slight gap between the progress of PP students against that of Non-PP students (PP: +0.4 compared to Non PP: +0.46). Our objective is for PP students to make accelerated progress, above that of their non-pp peers. However, our current data evidences the effectiveness of the interventions we have put into place so far since our progress 8 score for pp students is substantially above national average and places us in the top 13% of schools nationally for this group.

GCSE Results 2016 Attainment 8



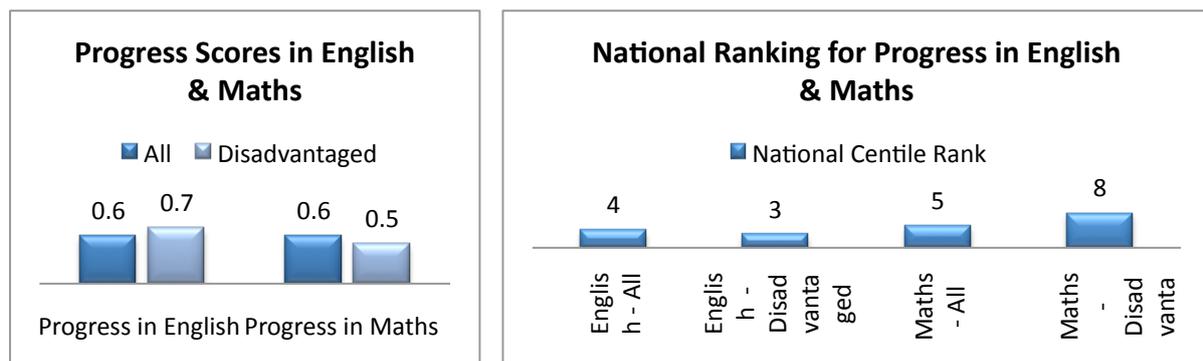
Although disadvantaged students achieved better results in English & Maths, the attainment of PP students overall was lower than that of Non-PP students and of all students nationally. The 2016 cohort entered Heartlands with KS2 levels which were significantly below national average. At the end of KS4, significant progress meant that they left with grades which were much closer to national average attainment. Nevertheless, closing the attainment gap for disadvantaged students across the curriculum remains a key focus for the school. Success in Maths and English in this respect is a platform we can build on across the curriculum.

Closing the Gap

At Heartlands High School we have an unflinching belief in the ability of every child to make excellent progress given the right conditions for learning. In 2015/16 the Pupil Premium Grant was largely spent on personalised interventions, both academic and pastoral, to support disadvantaged students to achieve highly. The emphasis on English and Maths in the spending plan led to a significant increase in the percentage of PP students achieving a good pass in both subjects. In 2016, for the first time, disadvantaged pupils outperformed other students in these subject areas both at Heartlands and nationally.

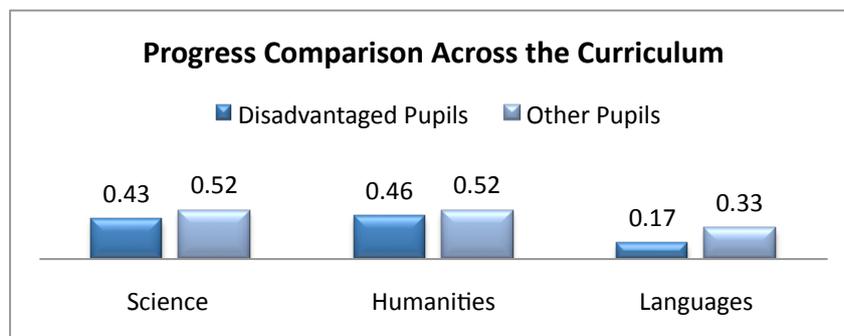
A Comparison of Progress in English and Maths for Disadvantaged Pupils Versus All Pupils

The graphs below compares the progress of all pupils in English and Maths with that of disadvantaged pupils and show how this relates to performance nationally. In English, disadvantaged pupils made slightly more progress than all pupils. This placed them in the top 3% of schools nationally for this indicator (Top 4% for all pupils). In Maths, the progress of disadvantaged pupils was marginally below that of all pupils. The progress of disadvantaged pupils in Maths is in the 8th Centile nationally compared to the 5th Centile for all pupils. This marginal gap is a continuing area of focus although the results for both faculties are outstanding. In order to sustain these trends in English and Maths, there remains a significant allocation for intervention in these subject areas in the PPG spending plan for 2016–17.



A Comparison of Progress Across the Curriculum for Disadvantaged Pupils Versus All Pupils

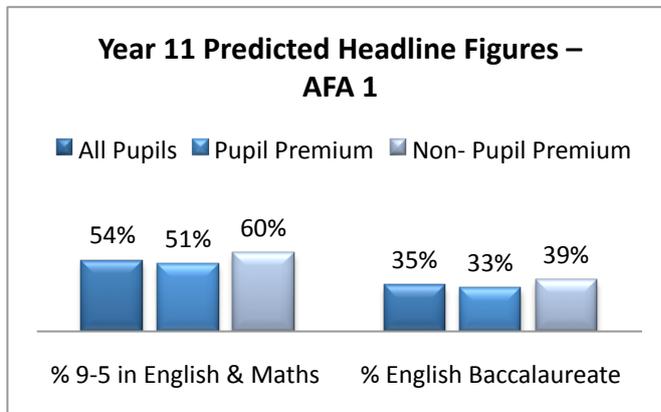
The progress of disadvantaged students across the curriculum was less secure than English and Maths with the other key areas of Science, Humanities and Languages showing gaps in progress between disadvantaged and other students. The biggest discrepancy was in Languages where other pupils made significantly more progress than disadvantaged.



The spending plan for 2016/17 reflects the need to address gaps in progress across these subject areas. The progress of disadvantaged students in the Open Element of Progress 8 was the same as other pupils. Therefore, the Ebacc subjects are a key focus for us in raising the attainment of PP students.

Achievement of Current Pupils

Data for our current Year 11 cohort indicates that there are some gaps in the headline figures for PP students compared to Non-PP students. This data is based on AFA 1 results in October and will improve significantly across Year 11. However, there is a clear imperative to close attainment and progress gaps for disadvantaged students over the course of the year.



	All Pupils	PP	Non-PP
Predicted Attainment 8	45.52	44.04	47.58
Predicted Progress 8	-0.34	-0.45	-0.18

Next steps:

1. To close the progress and attainment gaps which exist between disadvantaged pupils and their peers across the curriculum, particularly in Languages, Science and Humanities.
2. To sustain excellent progress and attainment for Pupil Premium students in English and Maths.