

# Heartlands Academy

## Pupil Premium – 2014 - 2015

### Contents:

#### Basic Characteristics (Raiseonline)

1. Focus on Learning across the Curriculum.
2. Focus on social, emotional and behavioural issues.
3. Focus on enrichment beyond the Curriculum
4. Focus on families and communities.
5. Focus on alternative pathways and curricula
6. Expenditure

The academy serves a social and economic disadvantaged community near the city centre of Birmingham. This is clearly demonstrated through the above data. The vast majority of parents are supportive and want their children to be successful. Attainment on entry to KS3 and KS4 is well below the national average. The VA from KS2 to KS4 and the % of students achieving 'expected levels of progress demonstrate that young people are making outstanding progress.

At Heartland Academy, pupil premium issued to support the young people in the following way:

1. **Focus on Learning across the Curriculum** – the curriculum is focussed around centres. Each centre has an additional member of staff to provide:
  - § Collaborative teaching
  - § Small group work for intervention
  - § Cover for absent colleagues thus retaining continuity.
2. **Focus on social, emotional and behavioural issues** – at Heartlands the learning is supported by various teams and where appropriate outside support. The following enables these teams to function more efficiently and consistently:
  - Time away from the traditional teaching role for Learning Managers.
  - A 'home grown' strategy to develop the Heartlands modelExternal support comes in the form of:
  - Additional Educational Psychologist time
  - Additional mentoring (as well as the in house training)
  - Home – academy liaison work particularly for more challenging groups/ individuals
  - Speech and language therapist
3. **Focus on enrichment beyond the curriculum** :
  - The academy supports 3 Creative Curriculum weeks – one per term. During this time students experience a wealth of experiences and opportunities (Appendix 1 Creative Curriculum week breakdown). These weeks also contribute to the PSE and SMSC agendas.
  - The additional staffing per centre and time availability of Learning Managers and Phase Leaders, as mentioned in 1 and 2 also provide opportunities before, at lunch and at the end of the day.
  - Free tuition to students keen to pursue, for example, music and drama; other specific activities are also supported as and when they arise for individuals and/or groups.
  - Additional trips/visits subsidised.
4. **Focus on families and communities:**
  - The academy employs home-academy liaison staff that work with specific groups.
  - In addition the academy employs consultants who specialise in working with individual families where the young person is extremely challenging/disaffected.
  - The academy offers tutoring to parents and/or acts as a conduit to other opportunities through the work of the Community Director.

**5. Focus on alternative pathways and curricula:**

- Much of the work done by the academy that has been referred to in sections 1 to 4 contribute to this.
- At Heartlands the curriculum is reviewed annually to address the needs of the different year groups. This includes the type of course and qualification.
- Alternative programmes may be set up on a full or part-time basis.
- IAG form a major part of the development/improvement plan as it permeates into KS3.

The estimated amount of Pupil Premium for 2014/2015 is £565,208. We plan to spend according to the figures below.

**Expenditure:**

	2013-2014 (FSM – 744 Pupil)	2014-2015	Examples of activities, resources, projects: 2014 - 2015	Was the intervention effective
Section 1 Focus on Learning in the Curriculum	£257,098	£257,811	<ul style="list-style-type: none"> <li>ü Collaborative teaching</li> <li>ü Small group work for intervention</li> <li>ü Cover for absent colleagues thus retaining continuity.</li> <li>ü Action tutors for year 11 intervention in core subjects</li> </ul>	<p><b>The academy offered a variety of language interventions for SEN and EAL pupils:</b></p> <p>The Lit programme was delivered as a whole class intervention to the lowest ability pupils in year 7. All staff in English and HLTA staff were trained in delivering the LIT programme, this enhanced quality and continuity.</p> <p><b>Fresh Start</b> Students in years 7, 8 and 9 followed the Fresh Start programmes. Year 7 – 93% of pupils improved reading age; Year 8 – 82% of pupils improved reading age; Year 9 – 75% of pupils improved reading age.</p> <p><b>Lexia</b> Students across all key stages took part in Lexia. Year 7 – 80% of pupils improved reading age; Year 8 – 89% of pupils improved reading age Year 9 – 100% of pupils improved reading age Year 10 – 93% of pupils improved reading age Year 11 – 62.5% of pupils improved reading age.</p> <p><b>EAL Reading and Writing Support</b> Pupils in year 9 took part in an EAL reading and writing support programme. As a result, there was a 100% improvement in reading ages.</p>

				<p><b>Key stage 4 Additional English</b>  Year 10 and 11 students receive additional English lessons as part of a whole class intervention. This allows them to practise the skills in preparation for GCSE.  Year 10 – 71% of pupils improved in reading ages;  Year 11 – 100 of pupils improved in reading ages.  Furthermore, pupils made progress in their ‘working at grades’ in English:  Year 10 – 92% improved their working at grade;  Year 11 – 100% improved their working at grade.</p>
<p>Section 2  Focus on social, emotional and Behavioural issues.</p>	£242,264	£241,901	<ul style="list-style-type: none"> <li>ü Time away from the traditional teaching role for Learning Managers.</li> <li>ü A ‘home grown’ strategy to develop the Heartlands model</li> <li>ü Additional Educational Psychologist time</li> <li>ü Additional mentoring (as well as the in house training)</li> <li>ü Home – academy liaison work particularly for more challenging groups/ individuals</li> <li>ü Speech and language therapist</li> <li>ü Open door counselling</li> <li>ü One to one services that support pupils with a variety of issues bereavement, children who have been victims of abuse, pupils with mental health issues, pupils with long term medical conditions</li> </ul>	<p><b>Educational Psychologist</b>  In addition to local authority Educational Psychology (EP) the academy invested in an independent EP, one day a week. This has provided additional support.</p> <p><b>Speech and Language</b>  A Speech and language therapist comes to the academy one day per week and the Inclusion department has a higher level teaching assistant who has also been trained to deliver the speech and language interventions. As a result, the academy is able to offer the intervention to a greater numbers of pupils. Students engaged with the speech and language therapist in different year groups:  27 pupils received speech and language intervention across the academy. Of these, 19 pupils improved their reading ages.</p> <p><b>Social Space</b>  Social Space is a safe ‘haven’ for vulnerable students to attend during lunchtimes. The aim is to informally promote communication skills, communication skills and tolerance towards each other. The sessions are run and staffed by the Inclusion department and pupil attendance is monitored. The pupils have the opportunity to play games, engage in conversation and develop their friendship group with peers. For the year 2014/2015, 18 students regularly attended this provision.</p> <p><b>Counselling</b></p>

				<p>Open door counselling - which targets some of our most vulnerable students. One to one services that has support students with a variety of issues bereavement, children who have been victims of abuse, students with mental health issues, students with long term medical conditions</p> <p>Counselling from Tony McGuire – a number of students per week with social emotional issues, anger issues, anxiety issues and Pupils subject to Child Protection plan if necessary. The support improves attendance, improves ability to cope in lessons, improves behaviour and increases attainment of some of our most vulnerable students.</p> <p>Fixed term exclusions are low as a consequence of the intervention from the pastoral team. Students that are identified through the weekly intervention meetings with the pastoral and SEN department. 3D consultancy monitors alternative provision.</p>
<p>Section 3 Focus on enrichment beyond the Curriculum  see appendix 2</p>	£87,455	£85,935	<ul style="list-style-type: none"> <li>ü The academy supports 3 Creative Curriculum weeks – one per term. During this time students experience a wealth of experiences and opportunities (Appendix 1 Creative Curriculum week breakdown). These weeks also contribute to the PSE and SMSC agendas.</li> <li>ü Availability of Learning Managers and Phase Leaders, as mentioned in 1 and 2 also provide opportunities before, at lunch and at the end of the day.</li> <li>ü Free tuition to students keen to</li> </ul>	<ul style="list-style-type: none"> <li>□ Part of the targeted intervention strategy the key stage 4 AVP works alongside the AVP for Core subjects to identify and implement appropriate intervention programmes.</li> <li>□ External agency” Action Tutoring” support the academy to raise student attainment.</li> <li>□ Students support events and conferences to develop skills, students are confident to communicate with a wider audience of people.</li> <li>□ Students have presented at the Conservative conference and Chambers of Commerce, participated on live radio and in successful projects, coming first. Students are aware of the skills required to be successful.</li> <li>□ The students participate in a rich creative curriculum programme that provides experiences to develop their soft skills for employment and social development.</li> </ul>

			<p>pursue, for example, music and drama; other specific activities are also supported as and when they arise for individuals and/or groups.</p> <ul style="list-style-type: none"> <li>ü Additional trips/visits subsidised.</li> </ul>	<ul style="list-style-type: none"> <li>□ Students now have a greater awareness of theatres, museums and building of interest across the city of Birmingham and beyond.</li> <li>□ Students are culturally rich in diversity and understanding of each other's cultures.</li> <li>□ Students subsidised for work experience uniform and transport have completed placements and been successful collecting a reference for future employment.</li> <li>□ Students participate on organised business enterprise projects with PwC and Deloitte. They now have a greater understanding of the skills required for employment.</li> <li>□ Businesses have a greater understanding of our student's needs and work to improve their knowledge of various pathways into different careers.</li> </ul>
Section 4 Focus on families and Communities.	£12,107	£12,732	<ul style="list-style-type: none"> <li>ü The academy employs home-academy liaison staff that work with specific groups.</li> <li>ü In addition the academy employs consultants who specialise in working with individual families where the young person is extremely challenging/disaffected.</li> <li>ü The academy offers tutoring to parents and/or acts as a conduit to other opportunities through the work of the Community Director.</li> </ul>	<p>The home school liaison staff provides a link to the wider community. They have closed the barrier between parental communication during Parents' Evenings and organised meetings.</p> <p>The academy employs 3D consultancy who work closely with the most challenging and disaffected students. This includes locating suitable alternative placement provision. They monitor on a weekly basis, this has proven to be successful.</p> <p>Parents are signposted to community learning workshops.</p> <p>The academy has a significant amount of community partnerships. The partnerships are now increasing students' knowledge of their community and access to services for their families'.</p> <p>Students access community links through businesses based in the city, NHS, care homes and local schools. PP students benefit from being directed to contacts that can advise them and their families.</p>
Section 5 Focus on alternative pathways	£32,658	£31,829	<ul style="list-style-type: none"> <li>ü Much of the work done by the academy that has been referred to in sections 1 to 4 contribute to this.</li> </ul>	<p>As a result of intervention and alternative pathways</p> <p><b>IAG:</b> students that need additional support and guidance are targeted through the careers monitoring tracking report, students awareness of</p>

and curricula			<ul style="list-style-type: none"> <li>ü At Heartlands the curriculum is reviewed annually to address the needs of the different year groups. This includes the type of course and qualification.</li> <li>ü Alternative programmes may be set up on a full or part-time basis.</li> <li>ü IAG form a major part of the development/improvement plan as it permeates into KS3.</li> </ul>	<p>various pathways including vocational and apprenticeships has improved, and they now seek advice and know who are the key staff. A data sheet to measure additional opportunities focusing on PP students has been set up to monitor future pathways for students.</p> <p>All PP students now have access to the VLE community/careers updates The academy utilises its business partners to prepare PP students for careers. The academy employs a careers advisor two days a week and PP students are now engaging with colleges and higher education establishments for their next steps.</p>
Pupil Premium – Funding	£570,825	£565,207		See appendix one
School Contribution	£60,757	65,000		

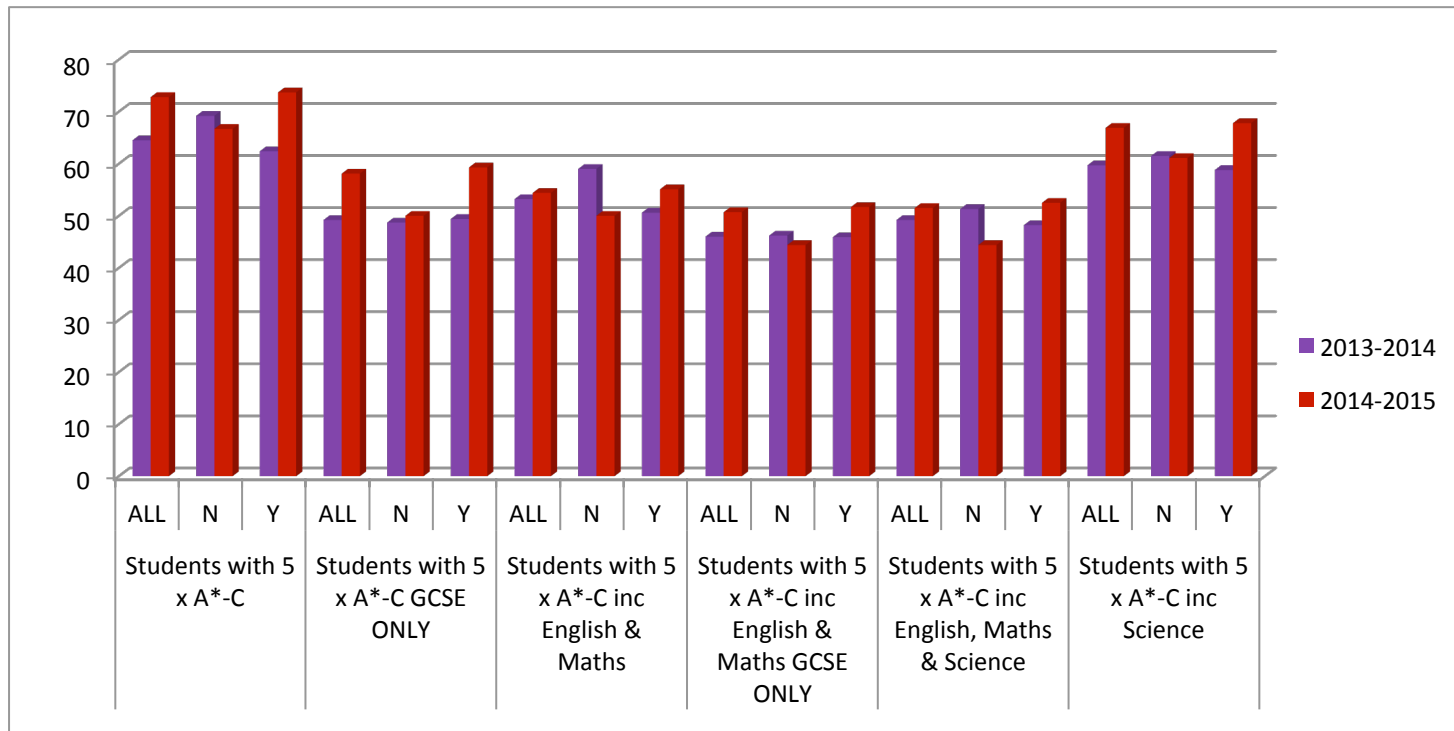
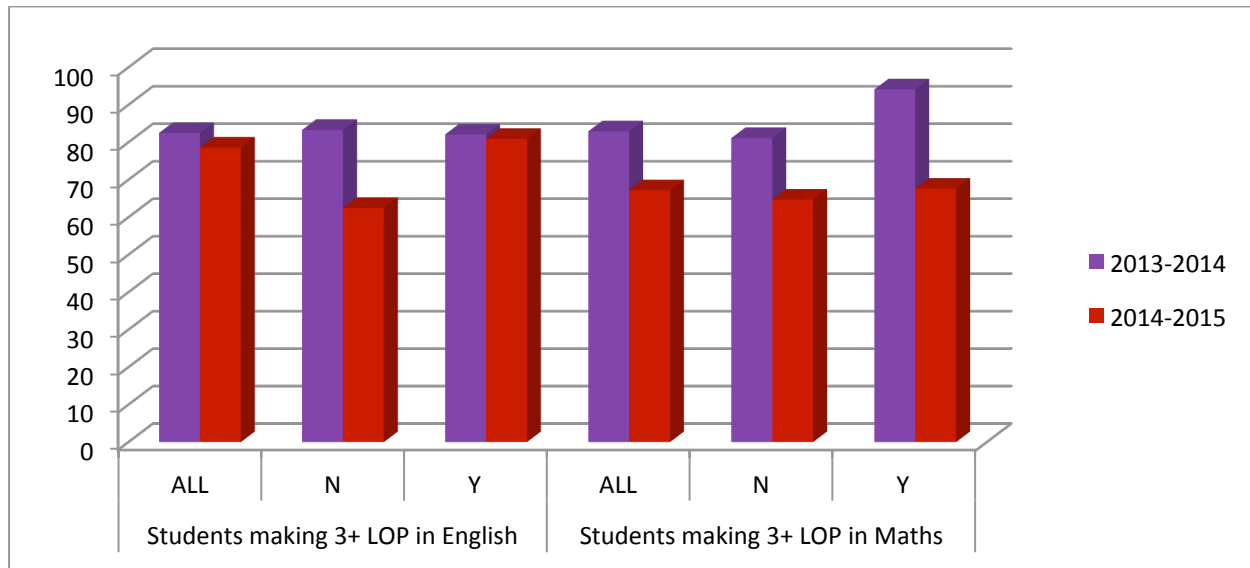


## Appendix one

### Pupil Premium (Ever 6)

KS2 / Progress Summary	FSM Ever 6	Total
Average Core KS2 Level Per Student	ALL	4b
	N	4b
	Y	4b
Average Core KS2 APS per Student	ALL	26.24
	N	26.74
	Y	26.17
Average Core KS2 Levels of Progress per Eligible Student	ALL	3.03
	N	3.06
	Y	3.03

- There is 0.57APS difference between Non-FSM (ever6) and FSM (ever 6) students on entry; by the time they leave the progress gap has reduced to 0.04levels difference.
- The gap between pupil premium students and non-PP has closed, with PP students actually achieving better than their counterparts in all 5A\*-C measures.
- The percentage of PP students that have made the expected progress in English is above Non-PP, but there is no significant difference between PP and Non-PP in Maths



## Appendix two

## Cc October 2014 Key stage three Culture Week key stage 4 Careers-Employability -Option Visits

	Monday 20th	Tuesday 21st	Wednesday 22nd	Thursday 23rd	Friday 24 <sup>th</sup>
<b>Year 7</b>	Croft Farm Residential (half year)	Croft Farm Residential (half year)	Croft Farm Residential (half year)	Croft farm Residential (half year)	Croft farm Residential (half year)
<b>Theme PSHE And residential</b> <b>1:10 dinner</b>	PSHE non-residential Konflux Theatre 4 groups football crazy, click safe, no laughing matter, all change	PSHE non-residential  Anti-bullying leaflet 5 GROUPS OF 20 APPROX	PSHE non-residential (LESS STUDENTS APPROX 40) ICT rooms to finish design and complete leaflet	None-residential students Artis Education Outside provider (transition building relations) 4 outside providers	None-residential students Artis Education Outside provider (transition building relations) 4 providers theme settling in and making friends
<b>Year 8</b>	<b>Culture week</b> Science Day <b>Millennium point visit</b> 11:am/12:00	<b>Culture week</b> Humanities Day	<b>Culture week</b> Year Group activity <b>RED Cross First Aid and Humanity training 80 am</b> main hall 80 PSHE maths classrooms <b>On site</b>	<b>Culture week</b> Maths Day	<b>Culture week</b> MFL/MU/DR/ART/DT Day
<b>Year 9</b> <b>Culture</b> <b>1:10 dinner</b>	<b>Culture week</b> English Day	<b>Culture week</b> Science Day <b>Millennium point visit 11:am/12:00</b>	<b>Culture week</b> Year Group activity <b>Get to know your city Birmingham bus tours</b>	<b>Culture week</b> Humanities Day	<b>Culture week</b> PE Day
<b>Year 10 OPTIONS AND EMPLOYABILTY</b>	<b>OPT C</b>	<b>OPT D</b>	<b>PWC Employability Day over 60 volunteers delivering workshops (main hall followed by classroom carousel of employability skills)</b>  <b>All year 10</b>  <b>Main hall and science classrooms</b>	<b>OPT E</b>	<b>OPT F</b>
<b>Careers-Employability and options</b> <b>1:10 dinner</b>	Art (14)Ikon gallery bham museum	BS (24)in school		Art(30) sand sculpture western -super-mare	Catering (12) Netherstowe house
	BS (22)in school	Catering(19) <b>Netherstowe House</b>		BS(12) in school	RE (21) Coventry cathedral
	Catering (15) Netherstowe house	Languages Spanish French(28) warwick castle		Catering(13) netherstowe house	Geography (34)natural history museum
	ICT (21)in school	H&S(26) in school		Drama(15) Stratford	H&S (22)
	ICT BTEC (32)in school	History(9) roman baths		Geography(30) natural history museum	History (16) roman baths
	RE (22) Coventry cathedral	L&T(11) Castleton speedwell cavern		History (28) roman baths	ICT (17) in school
	RM(9) Stratford museum	RM(32)Stratford museum		ICT(7) in school	L&T (15) speedwell cavern Castleton
	Triple Science(19) <b>National space station Museum out</b>			Performing Arts (7) in school	
		RM (12) Stratford museum	Music (16) in school		
<b>Year 11</b>	<b>BTEC PE (67)</b> <b>BTEC ICT (14)</b> <b>BTEC H&amp;S (28)</b> <b>BTEC Music (8)</b> <b>Maths (24)</b>	<b>BTEC ICT (53)</b> <b>GCSE ICT (44)</b> <b>PE BTEC (22)</b> <b>Maths Day (14)</b>	Year Group activity Study skills off site <b>Learning Performance off site paragon hotel</b>	English Day PE GCSE GROUP off site Ackers	Maths Day PE GCSE GROUP off site ackers
<b>Study week</b> <b>12:35 dinner</b>		Drama/performing Arts GCSE Residential off site <b>8 students -Yr11</b> <b>11 students -Yr10</b>	Drama/performing Arts GCSE Residential Off site <b>8 students -Yr11</b> <b>11 students -Yr10</b>	<b>NQT Residential p.m. only (after school 4p.m. onwards)</b>	<b>NQT Residential all day</b>
<b>Year 12</b>	Perfume Business Project organised by 6 <sup>th</sup> form plan				
<b>Year 13</b>	Subject based Resit Revision Private Study BTEC Study				

Cc week March 23<sup>rd</sup> to 27<sup>th</sup> 2015  
(Structure in place but days of delivery may change to meet staffing all the events)

Year group	Monday 23rd	Tuesday 24th	Wednesday 25th	Thursday 26 <sup>th</sup>	Friday 27 <sup>th</sup>
<b>Additional events that week:</b>					
<b>Additional events that week: Year 9 options evening Monday 7th p.m.??</b>					
<b>Outside use of facility: Noran Flynn Sports Hall 25<sup>th</sup> March challenge</b>					
<b>Festival celebration/recognition of Cultures includes: Chinese, Hindu, Islam, Judaism, Sikh, Christianity</b>					
7 Dinner 12:35	Festival Celebration  PE	Festival Celebration  ENGLISH Day	Festival Celebration  Maths Day	Festival Celebration  DT ICT DAY (INCLUDING BUSINESS STUDIES)	Festival Celebration  Science
<b>Cost:</b>	£0.00				£311.80p
8 Dinner 1:10	Festival Celebration  Science	Festival Celebration  Art, Drama Music MFL	Festival Celebration  Tutor day	Festival Celebration  Humanities	Festival Celebration  Maths
<b>Cost:</b>	£311.80p				
9 Dinner 12:35	ENGLISH Day <b>On site</b> Option meetings with leadership throughout the day  Kudos/careers Scape Gurjit/Ghulam	<b>Universities</b> <b>Off site</b> Oxford Staffordshire Bristol Worcester Wolverhampton	Museums <b>OFF SITE</b> Manchester MOSI Liverpool World Museum National Football Museum Imperial War Museum (IWM) Royal Air force Cosford	Enabling Enterprise (options day) <b>On site</b> 9 till 3 <u>NEED SPORTS HALL for EE DAY</u> <b>One to one interviews with parents</b>	<b>Study Skills Day Learning Performance</b> Tutors plus support <b>Onsite</b> <b>7 professionals/7 groups</b>
<b>Cost:</b>		<b>Coach</b> £1,705.00	<b>venue</b>	<b>coach</b> £2,3985.00	<b>Venue</b>
				Sponsored by PwC	£2,970.00
10	Work Experience	Work Experience	Work Experience	Work Experience	Work experience
<b>Cost: 0.00</b>					
11 dinner 1:10	Options C	Options A	Options B	English/Maths/Science Targeted students <b>Mock Examinations</b>	English/Maths/Science Targeted Students <b>Mock Examinations</b>
<b>12</b>	Barclays Hall 8:45-11:10 then Revision	Planned Revision	Planned Revision	Planned Revision	Planned Revision
<b>cost</b>			Planned Revision then 3D Awareness sixth form 1-4pm at 6 <sup>th</sup> from		
<b>13</b>					
<b>Cost</b>					

**Year 11 residential will be the first week of the Easter Holiday**

**Cc Plan July 13-17<sup>th</sup> 2015**

<b>Year</b>	<b>Monday 13<sup>th</sup> July</b>	<b>Tuesday 14<sup>th</sup> July</b>	<b>Wednesday 15<sup>th</sup> July</b>	<b>Thursday 16<sup>th</sup> July</b>	<b>Friday 17<sup>th</sup> July</b>
<b>7</b>	<p align="center"><u>Sports day whole school</u></p> <p align="center"><u>Organised by LEJ/PE</u></p>	<p><b><u>Yr 7 Form Tutor Trip</u></b>                      7AHM Bowling, Birmingham                      7FRZ Laser quest, Star City                      7HNA London Eye, London                      7LOK Go-Karting, Bilston                      7ROB Activity day, Star City                      7RHS Birmingham boat trip                      7VAH Edgbaston Reservoir</p>	<p><b><u>Practical workshops-external providers</u></b>                      Camouflage Factories                      Drawing skills                      Carnival drumming                      Robotic Lego                      Circus skills                      Telling the tale                      Capoeira</p>	Twycross Zoo  Learning Manager's Day	Assembly Tutor Activity
<b>8</b>		<p><b><u>Practical workshops-external providers</u></b>                      Camouflage Factories                      Dance workshop                      Immersive storytelling                      Tai Chi                      Drawing skills                      Carnival drumming                      Robotic Lego</p>	<p><b><u>Yr 8 Form Tutor Trip</u></b>                      8FAS Karting / Cinema, Birmingham                      8GIA Pioneer Centre, Cleobury Mortimer                      8JOR London Dungeons, London                      8LEJ Orienteering, Malvern Hills                      8MOL The Edge, Much Wenlock                      8NAS/AKH Airkik Indoor sky diving, Manchester                      8STK Weston Super-mare</p>	Ironbridge  Learning Manager's Day	Assembly Tutor Activity
<b>9</b>		<p><b><u>Yr 9 Form Tutor Trip</u></b>                      9BRJ Ackers Trust / Go-Karting, B'ham                      9HIJ Warwick Castle, Warwick                      9HWS Top Barn, Worcester                      9KHA Madame Tussauds, London                      9MFN Snow Dome, Tamworth                      9SMK Pioneer Centre, Cleobury Mortimer                      9VAM Snow Dome, Tamworth</p>	<p><b><u>Practical workshops-external providers</u></b>                      Dance workshop                      Immersive storytelling                      Tai Chi                      Carnival dance                      Future Animal storytelling                      Team building Giant Lego                      An hour in the trenches</p>	Safari Park  Learning Manager's Day	Assembly Tutor Activity
<b>10</b>		<p>In School: Extremism awarnes training practical day with outside provider</p> <p align="center">Organised by JOA</p>	<p><b><u>Yr 10 Form Tutor Trip</u></b>                      10AHG Go-Karting/Laser, Cannon race way                      10CLJ/PHA Nature Centre, Birmingham                      10FAM F1K Indoor Karting, Halesown                      10KAS Laser quest/ cinema, Rubery                      10LEE Laser quest/climbing, Star City                      10POJ Kingsbury Water park, Sutton C.                      10SLD Ecombat, Holme Pierrepont</p>	Drayton Manor Learning Manager's Day	Assembly Tutor Activity
<b>12</b>	Staffordshire University Off site	Personal Statements A2B Scheme LRC	Which Uni – 30 minute presentation LRC	5Star I Drive Academy playground	LRC