



Abbeyfield School Pupil Premium Funding Evaluation of 2018-19



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| Focus: Teaching & Learning | | | |
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| Focus | Actions | Success Criteria | Evaluation |
| Expectation that all teachers have knowledge of who their PP pupils are and what their respective needs are. | <p>SLT lead to focus on raising profile of PP.</p> <p>Staffing contribution to support small group sizes and intervention in lessons.</p> <p>Lesson plans take needs of PP pupils into account</p> <p>Teaching assistants deployed effectively to support where applicable.</p> <p>Staff employ intervention strategies as required – provision of training as required.</p> | Lesson observations/work reviews note evidence that PP pupils are prioritised in planning and feedback and are engaged in the learning. | <p>PP standing item on all agendas. PP star student highlighted in briefing each week to whole staff body.</p> <p>QA completed over the year demonstrated strong awareness of PP students by all teaching staff.</p> <p>Staff clear that this was a priority.</p> <p>PP intervention running in Maths. Those who engaged this was effective.</p> |
| PP first and best policy to be embedded | <p>PP first and best policy to be used in approach to all elements of leadership and teaching and learning.</p> <p>PP Priority on marking and feedback provided.</p> <p>Ensure PP students are set 'first and best' to support accelerated progress.</p> | <p>Progress data shows the gap between PP/Non PP Pupils continues to close.</p> <p>Meeting minutes show regular discussions with PP focus occur throughout the year.</p> <p>Lesson observations/work reviews note evidence that PP pupils are prioritised in planning and feedback and are engaged in the learning.</p> | <p>PP first and best policy effective with seating plans and staff awareness.</p> <p>Data demonstrates strong progress from some PP learners however consistency needs to be improved.</p> <p>Good evidence of priority marking and live marking being used in some subjects e.g. Maths and DT.</p> <p>Need to review into next year – positive setting.</p> |



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| <p>Improving Literacy and Numeracy of PP students</p> | <p>Provision of English and Maths revision guides.</p> <p>Accelerated reader provision for literacy</p> <p>Provision of free library book through GEE scheme.</p> | <p>Progress data shows the gap between PP/Non PP Pupils continues to close in Maths and English.</p> | <p>Data demonstrates strong progress from some PP learners in English and maths however consistency needs to be improved.</p> <p>Accelerated reader continues to be used effectively to support KS3 learners including PP.</p> <p>All Year 7 PP received a free book from GEE.</p> <p>All disad students received English and maths revision guides.</p> |
| <p>Leadership of PP.</p> | <p>SLT member of staff with PP responsibility</p> <p>Staffing to support smaller group work and 1:1 tuition.</p> <p>Heads of English and Maths to hold 3 meetings during the year with SLT responsible for PP to discuss the needs of all PP KS4 pupils and plan to support them accordingly.</p> <p>Middle leadership QA programme to include an enhanced focus on progress of PP pupils</p> <p>Departments to produce, discuss and share successful strategies/activities.</p> | <p>Progress data shows the gap between PP/Non PP Pupils continues to close.</p> <p>Meeting minutes show regular discussions with PP focus occur throughout the year.</p> <p>Lesson observations/work reviews note evidence that PP pupils are prioritised in planning and feedback and are engaged in the learning.</p> <p>Behaviour data shows a reduction in the amount of disruptive behaviour from PP pupils in the classroom.</p> | <p>Actions implemented but outcomes not yet shown narrowing of gap</p> <p>Data demonstrates strong progress from some PP learners however consistency needs to be improved.</p> <p>Meeting minutes demonstrated regular discussions being had around PP.</p> <p>QA of PP directly is an area to improve moving forward for next year.</p> <p>Need to set up and establish PP champions in departments.</p> |



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| | Nominated staff member within teams to take the lead on driving progress of PP students within department (linked to Appraisal/UPS etc) | | |
| Training to upskill PP knowledge and expertise. | CPD budget supplemented to provide staff training on PP classroom practice and wider barriers to learning. | Behaviour data shows a reduction in the amount of disruptive behaviour from PP pupils in the classroom. | Whole school CPD delivered on PP students twice over the year. Focus on changing the mindset as to why positive differentiation needed. |
| Focus: Personalised Programmes | | | |
| Focus | Actions | Success Criteria | Evaluation |
| Mentoring of Yr 11 PP students | <p>SLT allocated and carry out a 1:1 mentoring programme with nominated Yr 11 students.</p> <p>Specific intervention then put in place to overcome any barriers identified.</p> | <p>Behaviour data shows a reduction in the amount of disruptive behaviour from PP pupils in the classroom.</p> <p>Progress data shows the gap between PP/Non PP Pupils continues to close.</p> | <p>SLT aligned with mentees. Some huge success with individuals. Evidence that the relationship was key.</p> <p>Intervention put in place was specific to individuals or subjects – e.g. Art – external teacher in.</p> <p>Strong IAG given to PP students to ensure their next steps were secure.</p> |
| English and Maths tuition | <p>A programme of English and Maths tuition used to support PP students.</p> <p>BEAMS used to provide additional English and Maths support on entry to low ability PP students.</p> | <p>Progress data shows the gap between PP/Non PP Pupils continues to close.</p> | <p>English and Maths PP provision to improve in terms of structure to ensure the same students are not being sought after.</p> <p>Students in BEAMS make excellent progress in year 7 from their starting points.</p> <p>BEAMS to continue to be used to support lower ability students.</p> |



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| <p>Tracking of PP students</p> | <p>Staff raise underperformance of PP students through meeting times.</p> <p>Tracking systems to assess impact of teaching strategies; adding an explicit PP focus to lesson observation questions.</p> <p>VLCs carried out termly by RSL – focus on PP students that are underachieving.</p> <p>Track attendance of PP students to ensure attendance is above 90% and in line with rest of student body.</p> | <p>Progress data shows the gap between PP/Non PP Pupils continues to close.</p> <p>VLC Meeting minutes show regular discussions with PP focus occur throughout the year.</p> <p>Number of PP pupils below 90% attendance continues to reduce.</p> <p>Average attendance gap between PP/Non PP closes.</p> | <p>VLC for PP Students held in Term 1. This to continue into next academic year.</p> <p>SLT lead for PP to do effective data analysis across all year groups in 2020. Year 11 data analysed at regular points to identify at risk students and raise them to SLT.</p> |
| <p>Intervention through HODs</p> | <p>HODs or nominated staff provided with time to intervention and provide small group targeted intervention.</p> | <p>Progress data shows the gap between PP/Non PP Pupils continues to close.</p> | <p>Intervention programmes delivered during tutorial for English, maths and science.</p> <p>Data demonstrates strong progress from some PP learners however consistency needs to be improved.</p> <p>Intervention held in some department areas DT, ART and this proved very effective.</p> |
| <p>Transition Yr 6 into Yr 7</p> | <p>Y6 into Y7 Summer School for PP pupils helps to successfully prepare pupils for transition to Abbeyfield</p> | | <p>Summer school held and run effectively. Good positive uptake again through summer 2019.</p> |
| <p>Leadership</p> | <p>Carry out research to assess the benefits of the “Achievement for All” programme.</p> | | <p>AFA looked into in some depth. Decided AFA not right for us as a school at this time</p> |



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| | <p>Ensure school's knowledge of provision being offered through alternative provision partners is accurate and ensure PP pupils placed on such pathways access appropriate number of and level of qualifications.</p> <p>Provision of alternative pathways for PP students.</p> <p>Review Sixth Form provision to increase number of accessible courses that enable more PP pupils to remain and be successful at Abbeyfield School.</p> | | <p>SLT lead attended training re provision for PP students.</p> <p>SWS established during 2018/19. This supported some of our most vulnerable PP students and provided alternative pathways.</p> <p>Sixth form provision for PP students needs to be reviewed into 2019/20.</p> |
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| Focus: Parental Engagement | | | |
| Focus | Actions | Success Criteria | Evaluation |
| How to improve parental engagement. | Research good practice in schools for improving parental involvement. | | |
| Improve attendance at parents evening | <p>Tutors to ensure that contact with all PP students is made either through appointments or phone/email contact.</p> <p>Introduce a system to allow PP parents to book appointments in advance of non PP parents.</p> | <p>Progress data shows a closing gap between PP/Non PP pupils.</p> <p>All PP pupil parents will have had at least one face to face meeting to discuss the progress of their child during the year.</p> <p>Attendance rates at parents and tutor evenings of PP pupils has improved.</p> <p>No PP NEET pupils post 16.</p> | <p>Parents evening attendance at Yr 11 and Yr 10 very strong. Tutors supportive in making parental contact. Attendance at 85% + for PP for those two year groups.</p> <p>Parental booking system still to be adjusted to reflect early opening for PP parents.</p> |
| Improved engagement in learning/behaviour/attendance | Direct contact made with parents of PP students in line with First and Best policy. Failing this RSL/SLT to hold 'off site meeting' if parent wont attend school. | | FSM funding communicated with parents at the start of the year to raise awareness. |



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| | <p>Ensure Year 9 (Tutors) and Yr 11 (SLT) parents spoken to in order to discuss Post 16 Pathway IAG to encourage choices for PP pupils that are sufficiently aspirational.</p> <p>Raise profile of FSM funding through communications with parents.</p> | | PP students prioritised in IAG for all transition points. |
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| Parental Voice | Carry out parent voice in developing our PP Strategy further in the future | | |
| School Links – Parental support | STOP parenting courses offered first to PP parents. | | 1 STOP parenting course run by BJE over the year. PP parents attended. To continue to run next year. |
| Focus: Wider Opportunities | | | |
| Focus | Actions | Success Criteria | Evaluation |
| IAG provision | Ensure sufficiently aspirational careers advice and guidance is available (PP Priority) – focus on Yr 9 and Yr 11 students at transition. | <p>Positive pupil feedback from Year 9 pupils regarding their support with KS4 options choices</p> <p>Retention rates to Abbeyfield Sixth Form for PP pupils continue to increase.</p> | <p>All PP students received CIAG meetings focused around transition and options KS4 and post-16.</p> <p>Follow-up meetings ensured these students were supported throughout the progress.</p> <p>Destination data for PP students show all are in employment or education.</p> |
| Mentoring programme | <p>Introduce a structured mentoring programme for SLT/Yr 11 students to remove barriers and improve outcomes</p> <p>6th form mentoring/volunteering programme to provide PP students with specific literacy/numeracy/pastoral support as required during tutor time or a/school.</p> | Progress data shows the gap between PP/Non PP Pupils continues to close. | <p>Structure mentoring system in place for SLT/Year 11 this improved outcomes for individuals who engaged well with this.</p> <p>Mentoring established for Yr 10 going into Yr 11.</p> |



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| | | | Mentoring to be developed now further to encompass a wider audience. |
| Development of 'wider life' a/school provision. | Research other local schools to find out about successful a/school enrichment used with PP. (e.g. "Success Lounge") | | |
| Wider opportunities | <p>Ensure a programme of PP focused trips run over the course of the year to boost subject or wider aspirations.</p> <p>Provided funding for trips and visits for PP students.</p> | A reduced gap exists between PP/Non PP pupils accessing extra-curricular opportunities. | <p>Trips and visits policy with regards to PP reviewed and actions suggested for next academic year.</p> <p>Funding provided on 1:1 basis on request.</p> |
| Resourcing and equipment | Ensure provision of equipment, textbooks, revision guides to support learning of PP students in and outside of the classroom | Progress data shows a closing gap between PP/Non PP pupils. | All department areas ensured all PP students fully equipped. Resources and textbooks, revision materials etc provided to all. |
| Music (& equivalent) independent lessons | Provision of independent 1:1 tuition in music and or other subject areas to enhance a wider understanding of subjects or build skills. | A reduced gap exists between PP/Non PP pupils accessing extra-curricular opportunities. | 1 to 1 tuition or small group music lessons provided. |
| Rewards and praise | <p>Reinstate PP student of the week to highlight successful PP students with the staff and student body.</p> <p>Use celebration assemblies to communicate notable successes.</p> | Progress data shows a closing gap between PP/Non PP pupils. | This was very effective for some individuals. |