



# Abbeyfield School Pupil Premium Strategy 2019-20

## **Aims:**

- 1) Provide high quality teaching and learning that differentiates for the needs of pupil premium students to achieve better than expected progress.
- 2) Provide a personal approach to intervention across all year groups and subjects to achieve better than expected progress.
- 3) Improve parental engagement and involvement in education.
- 4) Provide opportunities for personal development to enhance engagement in learning, build aspiration and develop well-rounded and confident individuals.



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<b>Abbeyfield School Overview 2019-20</b>	
Total Pupil Numbers	967
Number of Pupils Eligible	224 (23.2%)
Amount per pupil	£935 (FSM/Ever6 – 163), £300 (Services - 58), £2300 (Adopted from care - 3)
Total Pupil Premium Budget	£176,705

<b>Abbeyfield Headline Figures 2018-19</b>			
	<b>PP</b>	<b>Non-PP</b>	<b>Gap</b>
Basics (4-9)	40%	65%	25%
Basics (5-9)	7%	38%	31%

<b>Main Barriers to Achievement</b>
1. Literacy levels of students eligible for PP funding is lower than those of other students which is impacting progress.
2. Students eligible for PP funding have lower aspirations compared to their peers resulting in a lack of drive and motivation.
3. Many students eligible for PP funding display a lack of confidence and self-esteem.
4. Lower attendance rates for PP students reduces their contact time with teachers and has a negative impact on progress.



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Focus	Actions/Strategies	Outcomes	Staff responsible	Monitored by...	Evaluation/Impact
<b>Teaching and Learning</b>					
Quality first teaching	<p>PP first and best used in all aspects of leadership and T&amp;L</p> <p>Effective CPD focused on improving classroom practise and differentiation to meets of individual students</p> <p>Rigorous QA model</p> <p>Effective use of TAs</p> <p>Use of GCSE POD and SMHW</p>	Quality teaching and effective differentiation means students are engaged, focused, challenged and supported in lessons leading to a narrowing of the gap between PP and non-PP students.	All	NJH, SLT, HoDs	
Barriers to learning	<p>Identify and share barriers to learning and strategies for each. Link CPD to these.</p> <p>Small group mentoring based on barriers</p>	Impact of barriers is reduced and students are better able to access learning in the classroom leading to improved outcomes.	<p>NJH/tutors – identify</p> <p>All - implement</p>	NJH, SLT, HoDs	
Literacy & Numeracy	<p>Updated whole school policy with particular focus on PP</p> <p>BEAMS</p> <p>Tutorial programme to support literacy and numeracy</p> <p>Accelerated reader, Nessy, MyMaths, Buzz books</p>	<p>PP students become more ‘word rich’</p> <p>Gap between PP and non-PP narrows in English and Maths</p> <p>Literacy becomes less of a barrier</p>	ELJ, LJH	JMV, NJH	



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<p>Assessment and Data</p>	<p>Robust assessment to identify gaps and accurately track progress</p> <p>PP data analysed at classroom and department level</p> <p>Targeted interventions developed</p>	<p>Correct identification of those in need of intervention.</p> <p>Interventions targeted based on gaps identified.</p>	<p>JRS, NJH, HoDs</p> <p>All</p>	<p>JRS, NJH, HoDs</p>	
<p>Leadership</p>	<p>SLT lead on vulnerable learners</p> <p>PP champions in each subject area</p> <p>Staffing model to allow smaller class sizes (BEAMS, KS4 Eng, Maths and Sci) and to support small group work and interventions</p>	<p>Clear whole school strategy in place</p> <p>Subject specialists to drive forward PP provision</p> <p>Increased contact time between teacher and PP students – more effective support, quicker identification of misconceptions and knowledge gaps and capacity to rectify these leading to improved outcomes.</p>	<p>NMN, NJH</p>	<p>NMN, NJH</p>	
<b>Total budgeted cost: £80,000</b>					
<b>Targeted Academic Support</b>					
<p>Targeted Programmes</p>	<p>1:1 interventions</p> <p>Small group interventions (subject specific and barrier specific)</p> <p>SLT/WLT mentoring programme including student observations</p> <p>Tutor mentoring programme</p>	<p>Focus on specific gaps in knowledge or skills to improve outcomes and narrow the gap.</p> <p>Students supported individually both academically and pastorally to raise aspirations and overcome barriers thus improving outcomes.</p>	<p>All</p> <p>SLT</p> <p>Tutors</p>	<p>HoDs</p> <p>NJH</p> <p>HoY/NJH</p>	



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BEAMS	Additional English and maths support provided on entry to low ability PP students	Accelerated progress made in year 7 to narrow gap early and allow students better access to other subjects	TMA, JEJ	HCL, ELJ, LJH, NJH	
Sharing successful strategies	PP student in briefing – opportunity for tutors to remind about barriers and successful strategies.  VLCs used to discuss successes and overcoming barriers for specific identified students.	Sharing good practise means this can be implemented widely across the school improving progress in all areas.	Tutors, JRS	HoDs, NJH	
Alternative provision	If deemed appropriate alternative provision to be provided to PP students	Students receive most suitable provision for their needs ensuring they still make progress and leave education with recognised qualifications.	SAC	SAC, NMN	
<b>Total budgeted cost: £60,705</b>					
<b>Wider Strategies</b>					
Attendance	PP priority for attendance officer  Tutor/HoY/AHT/DHT close monitoring and regular pro-active communication with home (determine what support school can offer)  Disad. students reviewed as distinct group in EWO meetings  SWS provision	Better attendance leads to improved academic outcomes as no gaps in learning.  Students able to access all provisions at school and don't miss key information/events/opportunities	Tutors, HoY, attendance officer	SXD, SAC	
CIAG	Targeted CIAG for PP students – first and best	Students better informed about options available and fully supported in decision making.	JRS	JRS	



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	<p>Opportunities through guest speakers, trips/visits, meaningful encounters with world of work to raise PP aspirations</p> <p>Support PP students with securing work experience</p>	<p>Aspirations raised leading to increased focus and motivation in school</p>			
Parental Engagement	<p>Regular contact with parents keeping them directly informed of events. Advance booking available for parents evenings and alternative meetings arranged if necessary.</p> <p>1 STOP parenting course offered first to PP parents</p> <p>Explore possibility of disad. showcase event (celebrate work and achievements)</p>	<p>Increased parental support and involvement in child's education and development – positive motivational impact on students.</p> <p>Increased parental awareness of career pathways and options available helps to raise parental aspirations for their children.</p>	<p>All staff</p> <p>NCE</p> <p>NJH</p>	NJH	
Transition	<p>SLT PP lead involvement in transition and primary visits (early identification of barriers)</p> <p>Extra visits available for most vulnerable</p> <p>Summer camp and year 7 team-building trip</p>	<p>Smooth transition from primary to secondary with minimal worry/uncertainty.</p> <p>Students and parents engaged from start</p> <p>Barriers identified early and catered for from the start</p>	<p>JVS, SEJ, NJH</p>	NJH, SEJ	
Pastoral/Welfare support	<p>Pastoral support for each key stage</p> <p>Social and emotional support</p> <p>Mental health support</p> <p>School councillor</p> <p>Restorative aspect to sanctions</p>	<p>Students fully supported in all aspects of life. Soft barriers identified. Opportunities to discuss difficulties allows students to re-focus on lessons.</p> <p>Increased resilience &amp; confidence.</p>	<p>BJE, CCS, JVS</p>	HoY, SXD	



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Resources	Provide/or support provision of resources and equipment such as <ul style="list-style-type: none"><li>- Revision guides</li><li>- Textbooks</li><li>- Calculators</li><li>- Safety equipment</li><li>- Cooking ingredients</li><li>- Trips</li><li>- Uniform</li></ul>	Support learning of PP students inside and outside classroom. Inclusions. Less detentions issued for lack of equipment – increases positivity  Inclusion in trips/events/ experiences increases motivation and engagement	All – identify needs	NJH	
'Wider Life' after-school provision	Launch after-school club for PP students in year 7.	Students given experiences of 'wider life' to increase their cultural capital  Increased motivation and engagement with school	NJH	NJH	
<b>Total budgeted cost: £36,000</b>					