

# Pupil premium strategy statement – The Abbey School

## School overview

<b>Metric</b>	<b>Data</b>
School name	The Abbey School
Students in school	110
Proportion of disadvantaged students	45%
Pupil premium allocation this academic year	£54180
Academic year or years covered by statement	2019-2022
Publish date	November 2020
Review date	November 2021
Statement authorised by	David Jackson (Headteacher)
Pupil premium lead	Michelle Long
Governor lead	Christian Lewis

## Disadvantaged pupil barriers to success

Challenging home circumstances affect student engagement with learning and attendance.
Many families are unable to fund wider life experiences, enrichment opportunities and school uniform.
Limited support for literacy and numeracy development available at home.
All students have Education Health and Care Plans

## Strategy aims for disadvantaged students - academic achievement

<b>Aim</b>	<b>Evidence of impact</b>	<b>Target date</b>
Students make at least 6 months progress in their reading ages	Annual NGRT reading assessment scores reflect greater than 6 months for all students	July 2021
To ensure that Year 11 students achieve predicted outcomes in Maths and English	All students with PP in Year 11 achieve expected, good or outstanding outcomes in Maths and English. All students achieve a recognised qualification in Maths and English.	Sept 2021

To enhance opportunities at post 16 provision	Increased number of accredited qualifications achieved by PP students.	Sept 2021
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### Strategy aims for disadvantaged students – wider outcomes

Aim	Evidence of impact	Target date
To improve attendance of students with PP	Closure of the gap between overall average attendance for students with PP and those without PP. Reduction in the number of students categorised as persistent absentees.	July 2021
To increase parental engagement with student learning	Parental attendance at parents' evenings is increased to 75%	July 2021
To provide enrichment opportunities for students such as residential trips and extra-curricular activities.	Number of PP students engaging with extra-curricular activities and events increases.	July 2021
To ensure all students have equipment and uniform for school.	All PP have appropriate uniform and equipment.	July 2021
To develop students' emotional literacy and provide family support through the Student Support Team to enable students to effectively engage with their learning.	Number of behaviour logs for PP students decrease.	July 2021

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Staff CPD to effectively deliver the new reading strategies / scheme.
Priority 2	Staff CPD focussing on primary mathematics pedagogy
Barriers to learning these priorities address	Limited support for literacy development available at home.
Projected spending	£800

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase of evidence-based literacy interventions
Priority 2	Literacy and numeracy interventions delivered to all students who are progressing below targets.
Barriers to learning these priorities address	Limited support for literacy development available at home.
Projected spending	£15000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Individual student and family support provided by Student Support Team
Priority 2	Deliver a programme of extra-curricular provision, before, at lunchtime, after school and trips including residential. Purchase of equipment and uniform.
Barriers to learning these priorities address	Attendance is below that of their peers. Disadvantaged students are over represented amongst students classified as 'persistent absentees'. Challenging home circumstances affect student engagement with learning. Many families are unable to fund wider life experiences and enrichment opportunities.
Projected spending	£30000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Adequate time allocation for staff training.	Use of INSET days, staff and curriculum group meetings. Overtime payment for TAs
Targeted support	Adequate time allocation for staff training.	Use of INSET days, staff and curriculum group meetings. Overtime payment for TAs
Wider strategies	Engaging students and parents prior to trips and residential visits	Sharing of experiences and information prior to trips and residential visits with students from staff and peer group and with parents. Early identification of causes of concern and solutions implemented.

## Review of Strategy 2019-20

Proposed expenditure was adapted due to COVID-19. Some of the intended projects and actions were unable to be implemented and the funding was redistributed to address the different needs. Impact of proposed strategies was therefore also adversely affected by COVID-19.

A large amount of the annual testing took place following lockdown and the summer holidays and was therefore also negatively affected.

- 50% of students were eligible for Pupil Premium funding.
- £51788 funding was received

## Expenditure

	£ (2019-20)
Funding towards Student Support Team	30000
Early bird, lunch time and after school clubs	8000
Literacy/Maths Interventions	8000
Staff Training reading strategies Audit and review assessments Maths & English	800
Trips/visits/ clothes/uniform	900
Laptops during lockdown	2500
Work provided in paper packs during lockdown	700
Art Therapy	1800
TOTAL	£52700

## Strategy aims for disadvantaged students - academic achievement

Aim	Outcome
Students make at least 6 months progress in their reading ages	<ul style="list-style-type: none"> <li>• Students who are entitled to Pupil Premium achieved higher average reading ages than their peers in all years except Year 10, consistent with results from 2018-19.</li> <li>• Average progress for PP students was 7.32 months</li> <li>• Average progress for non-PP students was 7.2 months</li> <li>• However, the average progress in reading was higher among non-PP students in all year groups except year 8 so continues to be a key focus for the school</li> <li>• Proposed reading strategies did not take place due to lockdown.</li> </ul>
To ensure that Year 11 students achieve predicted outcomes in Maths and English	<ul style="list-style-type: none"> <li>• There were 22 students in the Year 11 cohort of whom 12 were PP.</li> <li>• 82% of PP students made good or outstanding progress in English and 83% in Maths</li> <li>• 90% of non-PP students made good or outstanding progress in English and 88% in Maths</li> <li>• Due to the small cohort the difference equates to a very small number of students.</li> </ul>
To enhance opportunities at post 16 provision	<ul style="list-style-type: none"> <li>• The average number of accreditations per student at the end of KS4 for non-PP students was 6.2 in 2019 and 5.7 in 2020.</li> <li>• The average number of accreditations per student at the end of KS4 for PP students was 6.0 in 2019 and 6.3 in 2020.</li> </ul>

## Strategy aims for disadvantaged students – wider outcomes

Aim	Outcome
To improve attendance of students with PP	<ul style="list-style-type: none"> <li>• Attendance data is only available up until March 2020 and is therefore not a direct comparison to previous years.</li> <li>• Overall student attendance was 94.6%.</li> <li>• The attendance of PP students, 93.7%, remains below their non-PP peers 95.3%.</li> <li>• PP students remain over represented as persistent absentees 72%. Due to the small cohort the data can be significantly impacted by very small numbers of students.</li> <li>• There are, however, improvements in individual attendance following work with specific students and their families.</li> </ul>
To increase parental engagement with student learning	<ul style="list-style-type: none"> <li>• The proposed parents' consultation meetings were postponed until the autumn term of 2020. The meetings were offered online/ over the phone rather than on a face-to-face basis.</li> <li>• In Autumn 2019 62% of PP students booked meetings, in Autumn 2020 this increased to 76%.</li> <li>• In Autumn 2019 76% of non- PP students booked meetings, in Autumn 2020 this increased to 82%.</li> </ul>

	<ul style="list-style-type: none"> <li>• Rates of engagement increased proportionally more amongst families who are entitled to PP than those who are not.</li> </ul>
To provide enrichment opportunities for students.	<ul style="list-style-type: none"> <li>• All PP students were able to access enrichment opportunities when requested.</li> <li>• The enrichment opportunity offer was severely impacted by pandemic.</li> </ul>
To ensure all students have equipment and uniform for school.	<ul style="list-style-type: none"> <li>• All students were provided with full school uniform and equipment as required.</li> </ul>
To develop students' emotional literacy and provide family support through the Student Support Team to enable students to effectively engage with their learning.	<ul style="list-style-type: none"> <li>• Joint work with parents (individual sessions as well as development of strategies to use at home and school) has led to reduction of anxieties and increased engagement in learning.</li> <li>• Positive impact on emotional wellbeing of students including reduction of behavioural incidents, as recorded on the school's behaviour recording system.</li> </ul>