



# Abbot Beyne Pupil Premium strategy statement (secondary)

## 1. Summary information

<b>School</b>	Abbot Beyne				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	192,955	<b>Date of most recent PP Review</b>	May 2015
<b>Total number of pupils</b>	639	<b>Number of pupils eligible for PP</b>	226	<b>Date for next internal review of this strategy</b>	Nov 2017

## 2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 5+ English &amp; Maths</b>	<b>20%</b>	39%
<b>Progress8 in English / Maths (unvalidated)</b>	<b>0.07 / -0.33</b>	0.6 / 0.14
<b>Progress 8 score average (unvalidated)</b>	<b>-0.17</b>	0.4
<b>Attainment 8 score average (unvalidated)</b>	<b>35.05</b>	45.04

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Low levels of literacy for students in Key Stage 3
<b>B.</b>	Poor study and learning habits
<b>C.</b>	Low attainment in English and Maths
<b>D.</b>	Resilience and metacognition

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>E.</b>	Low attendance rates (PP = 93% {below school target of 95%})	
<b>F.</b>	Low Aspirations within the PP cohort, lack of structures and resources to complete homework outside school	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improved literacy	Reading & literacy closer to Other students (English assessment data) Accelerated Reading data
<b>B.</b>	Learning habits improve	Improved ETRICs score; improved behaviour and detentions average v Other
<b>C.</b>	Improved outcomes at GCSE in English & Maths	A8 & P8 improve and are closer to NA Other
<b>D.</b>	Improve the emotional, social and mental wellbeing of key students	Improved outcomes & achievement points
<b>E.</b>	Improved attendance	Gaps close closer to National Other (95.9%) Reduce the number of PA amongst PP students
<b>F.</b>	Widened horizons and aspirations	Self-esteem questionnaires and barriers interviews indicate improvements Improved access & take up to a range of trips and experiences

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-18</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

QFWT for all students, with a focus on PP	Embedding Formative Assessment Programme & improved QFWT	EEF Toolkit (Feedback +8) SSAT research project	<ol style="list-style-type: none"> <li>90% of work scrutinies are green</li> <li>Learning walks demonstrate consistent practice in all lessons</li> <li>Teacher profile is maintained</li> </ol>	GJH	Half termly SIP evaluation – S&P Committee which includes a detailed evaluation of spending Termly Governors Report
Using technology to engage learners and support home school learning	All Year 7 students have an iPad to take home. (Year 8 & 9 have a lease scheme)	EEF Toolkit (Digital technology +4)	<ol style="list-style-type: none"> <li>Learning walks and student voice indicate transformational use of iPads in learning</li> <li>90% of departments achieve at least one level of exemplary Apple distinguished status in their use of iPads by July 2018</li> <li>50% of departments achieve at least two levels of exemplary status in their use of iPads by July 2018</li> </ol>	GJH	Half termly SIP evaluation – S&P Committee which includes a detailed evaluation of spending Termly Governors Report
PIXL Club: Leadership support programme to raise achievement (embed PLCs, DTT)	Understanding of whole school approaches that improve outcomes: PLCs, DTT & razor sharp	Targeting intervention where it is needed; Low stakes testing improves knowledge recall and exam performance	<ol style="list-style-type: none"> <li>5+ in English and Maths is close to the NA</li> <li>Progress8 is above average</li> <li>Attainment 8 is close to NA</li> </ol>	ALS	Half termly SIP evaluation – P&S Committee which includes a detailed evaluation of spending Termly Governors Report
Tassomai	Regular, low stakes testing in Science	Low stakes testing improves knowledge recall and exam performance	<ol style="list-style-type: none"> <li>Science 5+ outcomes above NA</li> <li>Science VA for PP improves</li> <li>Diminishing differences between PP and National Other</li> </ol>	CLL	Half termly SIP evaluation – P&S Committee which includes a detailed evaluation of spending Termly Governors Report

**Total budgeted cost**    £33,456

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Year 7 & 8 & 9 Literacy progress	Fresh Start Literacy programme (Y7 & 8)  Literacy Progress (Y9)	EEF Toolkit Reading comp strategies +5 Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	<ol style="list-style-type: none"> <li>Improvements from baseline test (Fresh Start Literacy)</li> <li>0+ or better in MP</li> <li>Improvement GL Assessment v KS2 test or previous GL Assessment better than rest of cohort</li> </ol>	NKS	Half termly Evaluation of impact (Intervention Lead and FA) Termly (PP Group)  PP Impact Report (Termly)

Improved reading for our lowest readers	Accelerated Reader	EEF Toolkit	<ol style="list-style-type: none"> <li>1. Personalised reading interventions in place</li> <li>2. Accelerated Reader data shows improved reading</li> <li>3. For those in the below average band: reading improves, moving closer to the average band</li> </ol>	FA	<p>Half termly Evaluation of impact (Intervention Lead and FA) Termly (PP Group)</p> <p>PP Impact Report (Termly)</p>
Improved Maths and English progress (all PP students)	Small group intervention	EEF Toolkit {small group +4}	<ol style="list-style-type: none"> <li>1. KS3 Students are on track to achieve 0+ or better</li> <li>2. KS4 Students P8 0+ (or better than 2017)</li> <li>3. Failure to make progress picked up in MP</li> </ol>	NAS LJH	<p>Half termly Evaluation of impact (Intervention Lead and LJH) Termly (PP Group)</p> <p>PP Impact Report (Termly)</p>
Improve self-esteem, work ethic and remove individual barriers	KS3 Mentor	Need the students to feel confident and able to succeed. Often barriers exist that can be removed, once they are identified and addressed	<ol style="list-style-type: none"> <li>1. Students achieve 0+ or better in their MP reports.</li> <li>2. Students feel supported</li> <li>3. Barriers identified and removed</li> </ol>	FA	<p>Half termly Evaluation of impact (Intervention Lead and LJH) Termly (PP Group)</p> <p>PP Impact Report (Termly)</p>
Support for identified students to improve their behaviour for learning	Improving engagement with Learning (Pastoral worker)	Support for identified students to improve their behaviour for learning	<ol style="list-style-type: none"> <li>1. Effective systems are applied to identify the students</li> <li>2. Behaviour points reduce for identified students</li> <li>3. Individual interventions have a positive impact</li> </ol>	FA	<p>Half termly Evaluation of impact (Intervention Lead and LJH) Termly (PP Group)</p> <p>PP Impact Report (Termly)</p>
Improve parental engagement and support	AfA Programme	Evidence points to parental engagement as a key ingredient to success in school AfA programme aims to accelerate progress in English and Maths through a series of home school projects	<ol style="list-style-type: none"> <li>1. Accelerated progress (0+ or better) for targeted group</li> <li>2. Parental engagement moves from red to green</li> <li>3. Attendance improves in line with NA</li> <li>4. Exclusions reduced</li> </ol>	JDW (KS3) LL (KS4)	<p>Half termly Evaluation of impact (Intervention Lead and LJH) Termly (PP Group)</p> <p>PP Impact Report (Termly)</p>

Study Support	Y11 Revision classes in Easter and May half term Y11 Saturday Study Club Y10 Revision workshop	EEF Toolkit: {Extra school time +2 Collaborative Learning +5}	1. Students know how to revise 2. Students have a place to revise 3. Gap between current attainment and target level/grade closed	JAC	Half termly Evaluation of impact (Intervention Lead and LJH) Termly (PP Group)  PP Impact Report (Termly)
Numeracy Intervention	Interventions to boost outcomes at the end of KS3 and KS4		1. Personalised numeracy interventions in place incl PET XI 2. Interventions have a positive impact	NAS	Half termly Evaluation of impact (Intervention Lead and LJH) Termly (PP Group)  PP Impact Report (Termly)
<b>Total budgeted cost</b>					£127,166
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates	Attendance Officer to monitor students and follow up quickly on trancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	1. Gaps in attendance between Disadvantaged and NA Other are diminishing 2. Gaps in PA attendance between Disadvantaged and NA Other are diminishing 3. Intervention improves attendance of identified students	FA	Weekly check on attendance of poor attenders  Half termly – SIP Review Termly (PP Group)
Essential equipment, trips and experiences	Provide basic equipment for students	Impossible to learn without basic equipment (pens, pencils, ruler etc.)	1. All students have the equipment they need for lessons 2. Lack of equipment is not a barrier to success 3. No student is excluded from curriculum trips	ALS	Termly (PP Group) Via conduct points
Year 7 team building residential trip	Build self-esteem, confidence and resilience	EEF Toolkit {Outdoor Learning +3}	1. Student transition is smooth 2. Students engaged in school life	JAC	Feedback from Student Support team & SV - October

(Whitemoor Lakes)			3. Resilience and self-esteem developed		
<b>Total budgeted cost</b>					<b>£33,933</b>

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired impact	Chosen action / approach	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons learnt (and whether you would continue with this approach)	Cost
<ul style="list-style-type: none"> <li>90% of blinks demonstrate AfL techniques being used effectively</li> <li>LTC learning walks demonstrate improvement in use of AfL techniques</li> <li>Schemes of work provide opportunities for AfL practices to become embedded</li> </ul>	Embedding Formative Assessment Programme	Monitoring of lessons and work scrutiny has shown significant improvements in AfL practices. LTC work praised by the SSAT throughout the year. Ofsted commented positively on both the impact of the LTCs in the classroom and its effectiveness as part of the school CPD programme.	<p>The SSAT Formative Assessment Programme provided an excellent structure for our staff CPD. The impact is clear to SLT and Ofsted.</p> <p>Our new approach will broaden to include questioning, educational research and use of iPads, but use the same 75 minute structure for meetings as well as peer observation and feedback</p>	12,000
<ul style="list-style-type: none"> <li>Blinks and student voice indicate transformational use of iPads in learning</li> <li>90% of departments achieve at least one level of distinguished status in their use of iPads by July 2017</li> <li>30% of departments achieve at least two levels of distinguished</li> </ul>	1:1 technology to transform learning and teaching	<p>Huge progress in use of iPads. Transformational use in a wide range of subjects. Parents strongly supportive. External visitors (Ofsted, Apple, external support/SIP etc.) all hugely positive about impact. 50% of staff have completed Apple Teacher training (Sep 2017) programme.</p> <p>5 Staff undertook iBooks training in July, beginning to create digital resources as a result. iTunesU courses rolled out to Y10 - launch of formal digital curriculum.</p>	<p>Ipad technology continues to impact positively on the learning and progress of our students. In addition it has become a powerful tool for home school partnership and for students to show parents/carers their work</p>	19,586

status in their use of iPads by July 2017				
<ul style="list-style-type: none"> <li>Improved P8 score for disadvantaged students - from -0.52 (2016)</li> </ul>	Additional Staffing in Maths	<ol style="list-style-type: none"> <li>Maths P8 for DA -0.34 (2017 unvalidated). Improved from last year, but still not as high as should be. Girls DA -0.27, boys DA -0.47</li> <li>Maths P8 All -0.04</li> </ol>	Increased staffing for Maths had a positive impact on 2017 results and helped to accelerate the progress of students in KS4 (when they experienced less than good provision in their KS3 Maths). There is less need for additional staff in 2017-18	24,000
<b>ii. Targetted Support</b>				
<b>Desired impact</b>	<b>Chosen action / approach</b>	<b>Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate</b>	<b>Lessons learnt (and whether you would continue with this approach)</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>KS3 Students are on track to achieve 0+ or better</li> <li>KS4 Students P8 0+ (or better than 2016)</li> <li>Failure to make progress picked up in MP</li> </ul>	Small group Tuition English	<p>KS3 The gap between disadvantaged and Other has narrowed in Y8 and remained narrow in Years 7 and 9. The 5+ English and Maths (predictions) disadvantaged and Other has narrowed in Years 7 and 8 but has marginally widened in Year 9.</p> <p>Disadvantaged students make increasing progress towards their thresholds across all 3 year groups Impact of intervention spend closely monitored throughout the year and reported to governors. Disadvantaged students have made increasing progress. English Progress8 DA +0.08 (2017 unvalidated)</p>	<p>The impact of SGT is best in English when it is over an intense period of time and preceded by the tutor visiting the students in class and then visiting again after the tuition.</p> <p>We will continue this pattern in 2017-18</p>	34,000
<ul style="list-style-type: none"> <li>KS3 Students are on track to achieve 0+ or better</li> <li>KS4 Students P8 0+ (or better than 2016)</li> <li>Failure to make progress picked up in MP</li> </ul>	Small group Tuition Mathematics	<p>The gap between disadvantaged and Other has narrowed in Y8 &amp; Y9 and remained narrow in Year 7 The 5+ English and Maths (predictions) disadvantaged and Other has narrowed in Years 7 and 8 but has marginally widened in Year 9.</p> <p>Disadvantaged students make increasing progress towards their thresholds across all 3</p>	<p>A mixed approach has been used. In KS4 the tuition has followed a pattern similar to English. In KS3 there has been a mix of 50 minutes spread over half a term and also the intensive block. This has depended on the needs of the students identified for the tuition.</p> <p>We will continue this pattern in 2017-18</p>	34,000

		<p>year groups Impact of intervention spend closely monitored throughout the year and reported to governors.</p> <p>Disadvantaged students have made increasing progress. Maths P8 for DA -0.34 (2017 invalidated).</p> <p>Improved from last year, but still not as high as should be. Girls DA -0.27, boys DA -0.47 2.</p> <p>Maths P8 All -0.04</p>		
<ul style="list-style-type: none"> <li>Personalised reading interventions in place</li> <li>Accelerated Reader data shows improved reading</li> <li>For those in the below average band: reading improves, moving closer to the average band</li> </ul>	Accelerated Reader	<p>Y7 NRSS +7 (+15 months) 14/17 students have improved since Sept.</p> <p>Y8 NRSS +5 (+10 months) 17/18 students have improved since Sept</p> <p>Y9 NRSS +6 (+12 months) 8/9 students have improved since Sept</p> <p>Y10 NRSS +6 (10 months) 9/10 students have improved since Sept.</p> <p>AR demonstrating very good impact</p>	AR has had a very good impact on the reading ability of our weakest readers. Ensuring a large enough group of CALSs are available for the morning sessions and supporting students' attendance were seen as the keys to further success this year.	2,500
<ul style="list-style-type: none"> <li>Students achieve 0+ or better in their MP reports.</li> <li>Students feel supported</li> <li>Barriers identified and removed</li> </ul>	KS3 Learning Mentor	<p>Summer 1</p> <p>56% of students have improved in at least 1 subject since last MP</p> <p>Summer2 40% of students have improved in at least 1 subject since last MP</p> <p>End of Yr reports for DA: Y7 1, Y8 1.3, Y9 0.8</p>	This will continue unchanged. Learning Mentor had good impact with the students she worked with. In the summer 2 term her impact was reduced by significant absence in the Student Support Team. Once we have recruit additional staff the work of the Mentor will continue as planned	19,422
<ul style="list-style-type: none"> <li>Students know how to revise</li> <li>Students have a place to revise</li> <li>Gap between current attainment and target level/grade closed</li> </ul>	Study Support	<p>30% of Year 11 attend Saturday Study Club</p> <p>Attendance at Easter revision sessions was also good - 75% of students attended one or more sessions (10 sessions)</p> <p>Gap between exam results and target grade closed slowly</p>	Last year's Y11 said that Saturday Club and holiday revision classes helped them to be successful. We will continue this year with the same strategy. When asked, 50% of Y11 said they would attend and 35% said they might attend. This will continue unchanged.	7,000
<ul style="list-style-type: none"> <li>Accelerated progress (0+ or better) for targeted group</li> <li>Parental engagement moves from red to green</li> </ul>	Achievement for All	<p><u>Year 8 AfA cohort</u> 53% working at or above target in English. 87% working at or above target in Maths</p> <p><u>Year 9 AfA cohort</u> 50% working at or above target in English. 57% working at or above target</p>	AfA works with our hardest to reach families. The impact is mixed, but it means we have contact with families through the structured conversations and also award students for completion of home school	7,000



<ul style="list-style-type: none"> <li>Attendance improves in line with NA 4. Exclusions reduced</li> </ul>		<p>in Maths Limited impact this HT. Students making better progress in Maths.</p> <p><u>Year 10 AfA cohort</u> 14% parental engagement. English: 0 students improved from MP5; 29% improved from Baseline. Maths: 43% improved from MP5; 36% improved from Baseline. Poor parental engagement and limited impact on grades, particularly in English</p>	<p>projects. In this sense it is an effective engagement tool.</p> <p>This will continue but without the payment to AfA – the money will support the rewards for completion.</p>	
<ul style="list-style-type: none"> <li>Improvements from baseline test (Fresh Start Literacy)</li> <li>0+ or better in MP</li> <li>Improvement GL Assessment v KS2 test better than rest of cohort</li> </ul>	KS3 Literacy Interventions	<p>Y7 Read Write Inc 1. 68% of students making at least expected progress from starting points (RAG) 2. 75% of students are 0+ for MP6</p> <p>Y8 Read Write Inc 1. 80% of students making at least expected progress from starting points (RAG) 2. 25% of students are 0+ for MP6 3. Average change in SS = -1.3 (Other = +2.1)</p> <p>Y9 1. 100% of students making at least expected progress from starting points (RAG) 2. 75% of students are 0+ for MP6 3. Average change in SS = -2.1 (Other = +2.3)</p>	<p>Whilst impact appears slow in Y7 &amp; 8, there are clear gains by Y9. We have made several changes to the programme that is used in this intervention, but feel that the current programmes have the best impact .</p> <p>This will continue unchanged.</p>	9,000
<ul style="list-style-type: none"> <li>Personalised numeracy interventions in place incl PET XI</li> <li>Interventions show positive impact</li> <li>For those in the below average band: numeracy improves, moving closer to the average band</li> </ul>	Numeracy Intervention	<ol style="list-style-type: none"> <li>Personalised interventions in place - period 4 and PETXI 2. 50% of students who took part in PETXI improved their final grade v MP3</li> <li>Y7 had a simialr intervneiton in the summer term</li> </ol>	<p>Interventions have some impact. We changed this to using our own staff this year (we had capacity and capability to do so) and the students felt the benefit.</p> <p>We will reconsider using PETXI again if we feel they have understood the new 9-1 approach.</p>	12,000
<b>iii. Targetted Support</b>				
<b>Desired impact</b>	<b>Chosen action / approach</b>	<b>Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate</b>	<b>Lessons learnt (and whether you would continue with this approach)</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>Gaps in attendance</li> </ul>	Attendance Officer	<p><b><u>Summer Term 2017</u></b></p> <p>Attendance 95% Disadvantaged Attendance:</p>	Attendance has improved, but only marginally. PA has improved to a greater	11,000

<p>between Disadvantaged and non-Disadvantaged are closing</p> <ul style="list-style-type: none"> <li>Gaps in PA attendance between Disadvantaged and non-Disadvantaged are closing</li> <li>Intervention improves attendance of identified students</li> </ul>		<p>92.62% Other Attendance 95.59% (National Other = 95.9%) 2016 gap v National Other -3%; 2017 gap with National Other -3.28%</p> <p>PA =10.87% Disadvantaged PA = 16.45% Other PA = 7.44% (National Other = 8.3%) 2016 gap v National Other -10; 2017 gap v National other = -8.3</p>	<p>extent. The Attendance Officer has other responsibilities, so we will appoint a dedicated Attendance Officer in September 2017.</p> <p>Continue intervention, but change personnel</p>	
<ul style="list-style-type: none"> <li>All students have the equipment they need for lessons</li> </ul>	Essential equipment	In place and 'topped up' as needed. Equipment points: Spring Term 171; Summer Term: 204	Continue intervention.	3,000
<ul style="list-style-type: none"> <li>Student transition is smooth</li> <li>Students engaged in school life</li> <li>Resilience and self esteem developed</li> </ul>	Year 7 team building residential trip (Whitemoor Lakes)	Positive experience. All Year 7 students attended, and one student with extensive medical condition attended for long days.	We want all Y7 to attend (PP or Other) and will continue to fund this essential trip	7,998
<ul style="list-style-type: none"> <li>5+ in English and Maths is above the NA</li> <li>Progress8 is close to 0.5</li> <li>Attainment 8 is close to NA (49.8)</li> </ul>	PIXL Club: Leadership support programme to raise achievement	1. 5+ E & M 34% (NA 42.2%) No DA figures yet 2. Progress 8 +0.21 DA -0.17 3. Attainment 8 42 (NA 46)	PIXL have helped develop key strategies and approaches that have had a positive impact on our outcomes. The support given to our Maths and English teams was essential in the new 9-1 world. Continue intervention	7,500

## 7. Additional detail

We are part of the Staffordshire Local Authority RADY project. This involves:

- adding challenge to the target grades of students in Year 7 & 8
- sharing strategies and approaches that have had good impact on the outcomes of disadvantaged students