



Abbot Beyne Pupil Premium strategy statement (secondary)

1. Summary information

School	Abbot Beyne				
Academic Year	2018/19 2017/18	Total PP budget	£204,340 £192,955	Date of most recent PP Review	Nov 2017
Total number of pupils	639	Number of pupils eligible for PP	207 226	Date for next internal review of this strategy	Nov 2019

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5+ English & Maths 2017-18	32%	42%
% achieving 4+ English & Maths 2017-18	39%	60%
% achieving 5+ English & Maths 2016-17	18%	41%
% achieving 4+ English & Maths 2016-17	38%	57%
Progress8 score average 2017-18	-0.04	+0.07
Progress8 score average 2016-17	-0.17	+0.4
Attainment 8 score average 2017-18	37.1	45.27
Attainment 8 score average 2016-18	35.05	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*)

A. Low levels of literacy for students in Key Stage 3 (measured by proportion below 100)

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

5. Planned expenditure	
Academic year	2018-9
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.	
i. Quality of teaching for all	

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?
QFWT for all students, with a focus on PP	PDC groups focused on subject pedagogy (evolved from T&L communities introduced through Formative Assessment SSAT project)	EEF Toolkit (Feedback +8) There is particularly good evidence around the potential impact of teacher professional development' (EEF) 'Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context or degree of challenge facing a school.' (Effective pupil premium reviews. A guide developed by the TSC)	<ol style="list-style-type: none"> 90% of work scrutinies are green Building walks demonstrate consistent practice in all lessons Teacher profile is maintained P8 is positive for DA students 	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 8-11 have a lease scheme)	EEF Toolkit (Digital technology +4)	<ol style="list-style-type: none"> Building walks and student voice indicate transformational use of iPads in learning More departments are worthy of 'beacon department' label Middle leaders (and two PDLs) are driving transformational use of iPads in their subject 	GJH	Half termly SIP evaluation – S&P Committee which includes a detailed evaluation of spending Termly Governors Report
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"> Improvements in teacher RAG rating against skills 0+ or better in MP 	NKS	Half termly Evaluation of impact (Intervention Lead and FA) Termly (PP Group) PP Impact Report (Termly)

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"> 5+ in English and Maths is close to the NA Progress8 is above average Attainment 8 is close to NA 	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"> Science 5+ outcomes above NA (46%) Science VA for PP improves (-0.33) Diminishing differences between PP and National Other (-0.33 v 0.13) 	CLL	Half termly SIP evaluation – P&S Committee which includes a detailed evaluation of spending Termly Governors Report
Total budgeted cost					£38,480
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 reading for our lowest readers	Accelerated Reader	EEF Toolkit	<ol style="list-style-type: none"> Personalised reading interventions in place Accelerated Reader data shows improved reading For those in the below average band: reading improves, moving closer to the average band 	FA	Half termly Evaluation of impact (Intervention Lead and FA) Termly (PP Group) PP Impact Report (Termly)
Improved Maths and English progress (all PP students)	Small group intervention	EEF Toolkit {small group +4}	<ol style="list-style-type: none"> KS3 Students are on track to achieve 0+ or better KS4 Students P8 0+ (or better than 2018) Failure to make progress picked up in MP 	NAS JAC	Half termly Evaluation of impact (Intervention Lead and JAC) Termly (PP Group) PP Impact Report (Termly)
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"> Pyramid of Need used to identify barriers and plan interventions Interventions have an impact (D to C) Students achieve 0+ or better in their MP reports Students feel supported 	FA	Half termly Evaluation of impact (Intervention Lead and JAC) Termly (PP Group) PP Impact Report (Termly)

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"> 1. Effective systems are applied to identify the students 2. Behaviour points reduce for identified students 3. Individual interventions have a positive impact 	FA	<p>Half termly Evaluation of impact (Intervention Lead and JAC) 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"> 1. Accelerated progress (0+ or better) for targeted group 2. Parental engagement moves from red to green 3. Attendance improves in line with NA 4. Exclusions reduced 	JDW (KS3) LL (KS4)	<p>Half termly Evaluation of impact (Intervention Lead and JAC) 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}	<ol style="list-style-type: none"> 1. Students know how to revise 2. Students have a place to revise 3. Gap between current attainment and target level/grade closed 	JAC	<p>Half termly Evaluation of impact (Intervention Lead and JAC) Termly (PP Group)</p> <p>PP Impact Report (Termly)</p>
Numeracy Intervention	Interventions to boost outcomes at the end of KS3 and KS4		<ol style="list-style-type: none"> 1. Personalised numeracy interventions in place incl PET XI 2. Interventions have a positive impact 3. Hegarty has a positive impact of student learning and progress 	NAS	<p>Half termly Evaluation of impact (Intervention Lead and JAC) Termly (PP Group)</p> <p>PP Impact Report (Termly)</p>
Total budgeted cost					£129,262

iii. Other approaches

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?
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Improved attendance rates	Attendance Officer to monitor students and follow up quickly on truancies. 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.	<ol style="list-style-type: none"> Gaps in attendance between Disadvantaged and NA Other are diminishing Gaps in PA attendance between Disadvantaged and NA Other are diminishing Intervention improves attendance of identified students 	FA	<p>Weekly check on attendance of poor attenders</p> <p>Half termly – SIP Review Termly (PP Group)</p>
Essential equipment, trips and experiences	Provide basic equipment for students	Impossible to learn without basic equipment (pens, pencils, ruler etc.)	<ol style="list-style-type: none"> All students have the equipment they need for lessons Lack of equipment is not a barrier to success No student is excluded from curriculum trips 	ALS	<p>Termly (PP Group) Via conduct points</p>
Year 7 team building residential trip (Whitemoor Lakes)	Build self-esteem, confidence and resilience	EEF Toolkit {Outdoor Learning +3}	<ol style="list-style-type: none"> Student transition is smooth Students engaged in school life Resilience and self-esteem developed 	JAC	Feedback from Student Support team & SV - October
Total budgeted cost					£36,751

6. Review of expenditure				
Previous Academic Year		2017-18		
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"> 90% of work scrutinies are green 2. Learning walks demonstrate consistent practice in all lessons 3. Teacher profile is maintained 	PDC Leadership points (Line 8)	<ol style="list-style-type: none"> 91% green average for the whole year Learning walks and building walks show effective practice in all areas Teacher profile maintained Progress 8 0.03. DA P8 -0.04 	<p>WWW - PDCs a real success. Professional development Leaders did an excellent job running their groups. The final marketplace activity where their work was publicly shared was outstanding</p> <p>EBI - ensure that PDCs this coming year continue to have impact in their new</p>	12,000

			subject specialist structure	
<ul style="list-style-type: none"> Learning walks and student voice indicate transformational use of iPads in learning. 90% of departments achieve at least one level of exemplary status in their use of iPads by July 2018. 50% of departments achieve at least two levels of exemplary status in their use of iPads by July 2018 	1:1 technology to transform learning and teaching	<ol style="list-style-type: none"> Learning and building walks, student voice indicate wide range of examples of transformational use of iPads ADS status applied for - if accepted would be confirmation of transformational impact across the school Some departments (e.g. technology and music) are transforming learning with curriculum that is cutting edge - will be published globally if ADS application successful. All departments have embedded iPads in a number of ways 	<p>WWW - some departments (e.g. technology and music) are transforming learning with curriculum that is cutting edge - will be published globally with successful ADS application. All departments have embedded iPads in a number of ways</p> <p>EBI - other subjects are moving at a slower pace - objective is to move more departments to the 'cutting edge' level over the next two years. Continue to trial alternatives to iTunesU to deliver the structured curriculum support that is desirable</p>	19,586
<ul style="list-style-type: none"> 5+ in English and Maths is close to the NA (39%) 2. Progress8 is above average (0) 3. Attainment 8 is close to NA (44.2) 	PIXL Club: Leadership support programme to raise achievement (embed PLCs, DTT) (line 36)	<p>Exam outcomes :</p> <ol style="list-style-type: none"> 5+ E&M 39% (NA 2017 40%) P8 0.03 (NA 2017 0) A8 43.91 (NA 2018 44.26) 	<p>WWW – Impact on headline figures was pleasing. PIXL Strategies evident in all subjects. Low stakes testing supported by development of knowledge organisers. Key approaches (Hegarty & Tassomai) are underpinned by DTT and low stakes testing principles</p> <p>EBI - Some amendments needed after reflection on new 9-1 GCSEs to ensure approaches have a significant impact on student outcomes</p>	24,000
<ul style="list-style-type: none"> Improvements from baseline test (Fresh Start Literacy) 0+ or better in MP 	Year 7 & 8 Literacy Intervention - Fresh Start Literacy	<p>Year 7 4/8 (50%) are making expected progress. (DA 42%, Other 56% Gap -14%)</p> <p>Y8 9/16 (56%) at or above in English (DA 63%, Other 72% Gap -9%) Gap smaller v 2017-18</p>	<p>WWW: By year 9 some students had achieved their thresholds</p> <p>EBI: Progress was more rapid</p>	4,500

<ul style="list-style-type: none"> Improvements from baseline test (Literacy Progress) 0+ or better in MP 	Year 9 Literacy Intervention - Literacy Progress	Y9 5/9 (55%) at or above in English (DA 60%, Other 71% Gap -11%) Gap smaller v 2017-18	Intervention model has been revamped and SoW have been reconfigured to ensure that much needed literacy intervention has a greater impact.	
<ul style="list-style-type: none"> Science 5+ outcomes above NA (C+ 62%) Science VA for PP improves (-0.1) Diminishing differences between PP and National Other (+0.1) 	Tassomai (line 37)	Y11 Results 1. 4+ 46.3% 5+ 25.3% 2. VA DA -0.33 (AB Other -0.38) Internal gap -0.3 3. Gap v NA Other -0.46	Science outcomes were disappointing. FFT has Double Science as sig- for attainment and progress. A Science Action Plan is in place. Approaches to Tassomai have been reconfigured with a focus on accuracy rather than number completed	2,456
ii. Targetted Support				
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"> KS3 Students are on track to achieve 0+ or better KS4 Students P8 0+ (or better than 2016) Failure to make progress picked up in MP 	Small group Tuition English	Year 7 <ul style="list-style-type: none"> 0 students are at/above threshold. 2/5 students met, 3/5 partially met their intervention target 0/6 did not meet their intervention target Year 8 <ul style="list-style-type: none"> 8 2/6 students are at/above threshold. 3/6 students met 2/6 partially met their intervention target 1/6 did not meet their intervention target Year 9 <ul style="list-style-type: none"> 3/7 students are at/above threshold. 3/8 students met 4/8 partially met their intervention target 1/8 did not meet their intervention target Year 11 2018 <ul style="list-style-type: none"> E&M 5+ DA v Other 32% v 42% (NA 50) Eng A8 DA v Other 8.39 v 9.85 (NA 10.55) Eng P8 DA v Other -0.04 v 0.12 (NA 0.11) 	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. We will continue this pattern in 2018-19 WWW: Year 9 students began to catch up with their threshold expectations EBI: Progress was more rapid throughout the Key Stage	34,000

<ul style="list-style-type: none"> • KS3 Students are on track to achieve 0+ or better • KS4 Students P8 0+ (or better than 2016) • Failure to make progress picked up in MP 	<p>Small group Tuition Mathematics</p>	<p>The gap between disadvantaged and Other has narrowed in Y8 & Y9 and remained narrow in Year 7</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.</p> <p>Year 11 2018</p> <ul style="list-style-type: none"> • E&M 5+ DA v Other 32% v 42% (NA 50) • Math A8 DA v Other 6.65 v 8.4 (NA 9.75) • Math P8 DA v Other -0.11 v -0.15 (NA 0.12) <p>MATHS SGT WWW: Almost all students met intervention targets and many increased their maths grade EBI: More students experienced an uplift in their grades</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 2018-19</p>	<p>34,000</p>
<ul style="list-style-type: none"> • Personalised reading interventions in place • Accelerated Reader data shows improved reading • For those in the below average band: reading improves, moving closer to the average band 	<p>Accelerated Reader</p>	<p>Summer2: Y7 - 2 students improved to within average range and removed from AR EH went up +10 (nearly 2 years RA improvement); IH +12ss. 11 out of 13 students reading improved. Those that declined are poor attenders Y8 - 1 student made no improvement, 3 improved sufficient enough to leave AR. 1 student improved by 11 months. Y9 -no data capture AR most effective when students have regular attendance.</p>	<p>AR has had a very good impact on the reading ability of our weakest readers.</p> <p>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.</p>	<p>2,500</p>
<ul style="list-style-type: none"> • Students achieve 0+ or better in their MP reports. • Students feel supported • Barriers identified and removed 	<p>KS3 Learning Mentor</p>	<p>MSCL KS3 Y7- 0 students at or above threshold. Students engaged with report and 4 students achieved intervention targets Y8- 1 student below target and 1 student at threshold in 5/6 subjects. Y9- 2 students below threshold in more than half subjects. 4/6 students on track in 4 or more subjects. Improved number of at threshold in 4/6 students</p>	<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.</p>	<p>19,422</p>

		WWW: Better progress noted towards RADY thresholds in Y9 EBI: Progress was evident earlier in Key Stage		
<ul style="list-style-type: none"> • Effective systems are applied to identify the students • Behaviour points reduce for identified students • Individual interventions have a positive impact 	Improving engagement with Learning (Pastoral worker)	<ol style="list-style-type: none"> 1. Item on SST agenda cycle. Pyramid of Need document embedded. 2. The number of behaviour points reduced for identified students each HT from HT4. 3. Measuring the impact of each intervention has been improved allowing more accurate assessment of the impact of each. The range and nature of interventions has been examined. 	<p>WWW Systems to identify wave 2 and 3 students are effective and robust. The SST agenda cycle and pyramid of need document achieve this. The number of behaviour points gained by students reduced when they were on intervention.ie often their behaviour improved.</p> <p>EBI The reduction in behaviour points was not sustained, the impact of many interventions was short term.</p>	19,833
<ul style="list-style-type: none"> • Students know how to revise • Students have a place to revise • Gap between current attainment and target level/grade closed 	Study Support	<p>Attendance at Easter Revision was 45% Sessions for: Maths, English, Science, Music, IT, RE, Geo, French, Art & Media Attendance at</p> <p>Saturday Club 30%+</p> <p>Gap APS v TG is -1.26 (this has closed by 0.22 [nearly a quarter of a grade])</p>	<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.</p> <p>This will continue unchanged.</p>	7,000
<ul style="list-style-type: none"> • Accelerated progress (0+ or better) for targeted group • Parental engagement moves from red to green • Attendance improves in line with NA 4. Exclusions reduced 	Achievement for All	<p>AfA Year 8 9/14 students on track or above in English 10/14 students on track in Maths 12/14 students above 94% attendance 1 student had a prolonged period of absence during this half term</p> <p>AfA Year 9 9/12 students on track in English 10/12 students on track in Maths. 6/12 students above track in maths 8/12 students above 94% attendance. 1 student had a particular period of absence during this half term</p> <p>WWW: Majority of students making good progress EBI: Attendance issues for some students</p> <p>AfA Y10 G=0 A=3 R=13 The above is combined</p>	<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 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>	7,000

		Maths/English P8 improvement despite good parental engagement reported WWW: Good parental engagement reported. EBI: Greater progress was made by cohort AFA KS4 WWW: Good parental engagement reported. EBI: Greater progress was made by cohort		
<ul style="list-style-type: none"> Personalised numeracy interventions in place incl PET XI Interventions show positive impact 	Numeracy Intervention	11 / 14 of the students achieved a Grade 5 - the other 3 gained a grade 4	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.	12,000
iii. Targetted Support				
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"> Gaps in attendance between Disadvantaged and non-Disadvantaged are closing Gaps in PA attendance between Disadvantaged and non-Disadvantaged are closing Intervention improves attendance of identified students 	Attendance Officer	<u>Attendance: 2017-2018</u> Gap v NA -3.3% (2017 gap -3.28) PA: 2017-2018 Gap -11.5% (2017 gap -8.30) 105 students identified as poor attenders in 2016/17. Nearly half of the historically low attenders improved their attendance in 2017/18 4. 45 students identified as PA for 2016/17; Over half of the historically PA students improved their attendance in 2017/18	WWW Historically low attenders were targeted and their attendance improved. The AB gap between DA and other narrowed. EBI Whole school attendance did not reach 95% target.	11,000
<ul style="list-style-type: none"> All students have the equipment they need for lessons 	Essential equipment	1. All students given equipment in September 2. Equipment Points issued. 510 2017-18 v 635 2016-17 3. 3. Students supported for school trips	Continue intervention.	3,000
<ul style="list-style-type: none"> Student transition is smooth Students engaged in 	Year 7 team building residential trip (Whitemoor Lakes)	1. Whitemoor Lakes successfully completed 2. Y7 ETRICs score from 4.55 --> 4.64 3. Achievement points: 5817	We want all Y7 to attend (PP or Other) and will continue to fund this essential trip	7,998

school life				
<ul style="list-style-type: none"> • Resilience and self-esteem developed 				

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