

Abbot Beyne Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
|------------------------|-------------|----------------------------------|---------|--|----------|
| School | Abbot Beyne | | | | |
| Academic Year | 2016/17 | Total PP budget | 204,501 | Date of most recent PP Review | May 2015 |
| Total number of pupils | 607 | Number of pupils eligible for PP | 214 | Date for next internal review of this strategy | Feb 2017 |

| 2. Current attainment | | |
|---|--------------------------------------|---|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving A* - C English & Maths (2015-16 only) | 46% | 66% |
| Progress8 in English / Maths (2015-16 only) | -0.1 / -0.47 | 0.4 / 0 |
| Progress 8 score average | -0.2 | 0.4 |
| Attainment 8 score average | 41.2 | 52 |

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

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

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

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

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| E. | Low attendance rates (PP = 93% {below school target of 95%}) |
| F. | Low Aspirations |

4. Desired outcomes *(desired outcomes and how they will be measured)*

| | Success criteria |
|----|-------------------------|
| A. | Improved literacy |
| B. | Learning habits improve |

| | | |
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| C. | Improved outcomes at GCSE in English & Maths | A8 & P8 improve and are closer to Nat Other |
| D. | Improve the emotional, social and mental wellbeing of key students | Improved outcomes, & conduct points |
| E. | Improved attendance | Gaps close closer to National Other (95.9%) |
| F. | Widened horizons and aspirations | Self esteem questionnaires and barriers interviews |

| 5. Planned expenditure | | | | | |
|--|--|--|---|-------------------|--|
| Academic year | | 2016-17 | | | |
| 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? |
| Improved AfL approaches support CtG | Embedding Formative Assessment Programme | EEF Toolkit (Feedback +8) SSAT research project | Appoint LTC coordinators Monitoring: Blinks, work scrutiny, Learning walks | GJH | Half termly (SIP) 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) | Led by our L&T coordinator (also an AHT) Use of Apple Best 5 practices to ensure transformation practice | GJH | Half termly (SIP) Termly (Governors report) |
| Improved attainment and progress in Maths | Additional staffing and smaller classes | Smaller classes help to increase attention, differentiation and feedback in a personalised way | Examination of half term MP data Monitoring: Blinks, work scrutiny, Learning walks | NAS | |
| Total budgeted cost | | | | | £52, 307 |
| 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? |

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|---|--|---|--|-------------------|---|
| 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. | 1. Improvements from baseline test (Fresh Start Literacy) 2. 0+ or better in MP 3. Improvement GL Assessment v KS2 test or previous GL Assessment better than rest of cohort | NKS | Termly (PP Group) |
| Improved reading for our lowest readers | Accelerated Reader | EEF Toolkit | 1. Personalised reading interventions in place 2. Accelerated Reader data shows improved reading 3. For those in the below average band: reading improves, moving closer to the average band | | Termly (PP Group) |
| Improved Maths and English progress (all PP students) | Small group intervention | EEF Toolkit {small group +4} | 1. KS3 Students are on track to achieve 0+ or better 2. KS4 Students P8 0+ (or better than 2016) 3. Failure to make progress picked up in MP | NAS LJH | Termly (PP Group) |
| Numeracy intervention | Targeted intervention for Y11 and those below the average numeracy band | EEF Toolkit {small group +4} | 1. Personalised numeracy interventions in place incl PET XI 2. Interventions show positive impact 3. For those in the below average band: numeracy improves, moving closer to the average band | | Half termly (SIP review) |
| Total budgeted cost | | | | | £82, 500 |
| 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? |
| Increased attendance rates | Attendance Officer hours 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. | Thorough evaluation of our existing absence issues. FA & Attendance Officer will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced | FA | Half termly – SIP Review Termly (PP Group) |

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| | | | timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor (PT) assigned to each PA student eligible for PP. Attendance and progress discussed at least weekly with attendance officer and PT | | |
| 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 | Half termly Barriers interviews MSCL report to monitor work ethic in lessons 1. Students achieve 0 or better in their MP reports. 2. Students feel supported 3. Barriers identified and removed | | Termly (PP Group) |
| 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 | 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) | Termly (PP Group) |
| Essentials equipment | 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 | | Termly (PP Group) Via conduct points |
| Year 7 team building residential trip (Whitemoor Lakes) | Build self-esteem, confidence and resilience | EEF Toolkit {Outdoor Learning +3} | 1. Student transition is smooth 2. Students engaged in school life 3. Resilience and self-esteem developed | | Feedback from Student Support team & SV - October |
| Intervention is timely, razor sharp and impacts on student attainment and progress | Implementing the DTT model (PIXL) | Evidence points to the importance of identifying what students do not know (diagnosis), teaching them (therapy) and then testing to check they really do now know the key information. | 1. 5+ in Eng and Maths improves for PP 2. Progress 8 improves for PP 3. Attainment8 improves for PP 4. English & Maths P8 improves | NAS (Maths) LJH (English) | Half termly data analysis |
| 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 | | |
| Total budgeted cost | | | | | £69, 694 |

6. Review of expenditure

Previous Academic Year

2015-16 (see PP Impact Report)

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

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

