

# 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)*

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)*

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

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

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-17</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>
Improved AfL approaches support CtG	Embedding Formative Assessment Programme	EEF Toolkit (Feedback +8) SSAT research project	1. 90% of blinks demonstrate AfL techniques being used effectively 2. LTC learning walks demonstrate improvement in use of AfL techniques 3. Schemes of work provide opportunities for AfL practices to become embedded	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)	1. Blinks and student voice indicate transformational use of iPads in learning 2. 90% of departments achieve at least one level of distinguished status in their use of iPads by July 2017 3. 30% of departments achieve at least two levels of distinguished status in their use of iPads by July 2017	GJH	Half termly SIP evaluation – S&P Committee which includes a detailed evaluation of spending 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	1. Improved P8 score for disadvantaged students - from -0.47	NAS	Half termly SIP evaluation – S&P Committee which includes a detailed evaluation of spending Termly Governors Report
<b>Total budgeted cost</b>					<b>£52, 307</b>
<b>ii. Targeted support</b>					

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.	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	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	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		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}	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	Half termly Evaluation of impact (Intervention Lead and FA) Termly (PP Group)  PP Impact Report (Termly)
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 Evaluation of impact (Intervention Lead and FA) Termly (PP Group)  PP Impact Report (Termly)
<b>Total budgeted cost</b>					£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	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 non Disadvantaged are closing 2. Gaps in PA attendance between Disadvantaged and non	FA	Weekly check on attendance of poor attenders  Half termly – SIP Review

	response provision.		Disadvantaged are closing 3. Intervention improves attendance of identified students		Termly (PP Group)
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		
<b>Total budgeted cost</b>					<b>£69, 694</b>

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2015-16 (see PP Impact Report)</b>
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## 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

