

Pupil premium strategy statement: Abbey Park School

This is the second strategy statement since Abbey Park school became an academy in Oct 2018. This plan is written for the academic year 2019-20. Progress of disadvantaged students within the school has been improving at a good pace. Over the course of the last strategy statement progress outcomes rose by 0.23 for disadvantaged students. However, we acknowledge that outcomes for disadvantaged are not yet in line with non-disadvantaged and this plan aims to address these issues.

1. Summary information					
School	Abbey Park School				
Academic Years	Oct 19 to Jul 20	Total PP budget	£167,423	Date of most recent PP Review	Jan 2020
Total number of pupils	1004	Number of pupils eligible for PP	244	Date for next internal review of this strategy	April 2020 then Sep 2020

2. Current attainment			12 month review		
	<i>Baseline: Pupils eligible for PP (your school) (results summer 2019)</i>	<i>Baseline: Pupils not eligible for PP (your school) (results summer 2019)</i>	<i>Baseline: Pupils eligible for PP (National average DFE) (results summer 2019)</i>	<i>Aug 2020 Pupils eligible for PP (your school)</i>	<i>Baseline: Pupils not eligible for PP (national average) (results August 2020)</i>
% achieving Basics	52%	77%	44%		
Progress 8 score average English/Mathematics	-0.21/-0.04	0.0/0.24			
Progress 8 score average	-0.31	0.15	-0.45		
Attainment 8 score average	38	51.26	36.54		

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

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

i	Poor literacy skills is a key factor in underperformance across the curriculum
ii	PP pupils are less likely to have clear and considered plans for post 16 study and futures
iii	The behavior and attitudes of PP pupils is a factor in underperformance

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

iv	High persistent absence among PP
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4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
	<p>More independently literate pupils will lead to improved academic progress and outcomes</p> <p>Impact measured by P8 scores, LUCID testing, RP data and monitoring of implementation of literacy strategy.</p>	<p>Disadvantaged P8 scores rise by 0.5</p> <p>LUCID testing moves in line with non-disadvantaged learners</p> <p>Monitoring systems indicate a rise in T&L of literacy across the curriculum</p>
	<p>PP pupils are prioritised for bespoke futures and careers advice and will monitored according throughout their time at APS</p> <p>Pupils at risk of NEET are identified and intervention given</p>	<p>Monitoring indicates that the Gatsby benchmarks are met for PP pupils</p> <p>Programme for PSHCE is clear and user friendly for teachers</p> <p>PSHCE monitoring indicates that teachers are delivering high quality lessons in careers</p> <p>No PP pupils are NEET; all move on to suitable pathways</p>
	<p>PP pupils engage with APS PROUD initiative; this engagement is evident in PDP data, with tutors prioritising meetings with PP pupils</p> <p>PP achieve positive diploma scores</p> <p>Sanctions data for PP pupils is lowered, particularly with regard to C3s</p>	<p>Fixed term exclusion rate reduces by 1/3</p> <p>No significant difference in readiness for learning data between PP and non-PP</p> <p>Behavior data reflects the percentage of PP on role</p>
	<p>PP and parents engage with attendance initiatives in order to reduce PP attendance by 1/3</p>	<p>Persistent absence down 1/3</p>

5. Planned expenditure					
Academic year		2019/2020			
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. Poor literacy skills is a key factor in underperformance across the curriculum					
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?
<p>Pupils become more confident speakers, readers and writers which has a positive impact on progress</p> <p>Targeted curriculum support in core subjects (E, M, S, H) enables the gap between PP and non PP to close by 30%</p>	<p>Implement the four strands of the whole school literacy strategy:</p> <ul style="list-style-type: none"> • Subject Terminology • Extended Written Responses • Topic Texts • Proof reading symbols • <p>TEEP training enhances literacy practice of new and existing staff. Additional Curriculum support for targeted PP students in tutor time and or lesson time</p>	<p>Literacy scores of PP pupils are lower than non-PP pupils</p> <p>Poor literacy is a key factor in underperformance at GCSE</p> <p>There are knowledge and cultural gaps between PP and non PP pupils which can be addressed through wider reading</p> <p>Positive pupil and parental feedback regarding previous strategy.</p> <p>Impact reflected in 2019 results.</p>	<p>Part of SDP, delivered by SLT</p> <p>Student voice indicates that curriculum support is beneficial to student progress</p>	LP, SJ, MSN	<p>April and September 2020</p> <p>No additional cost for this as part of the SDP.</p> <p>TEEP training £20000 TEEP Subscription £1495</p> <p>Tutor time curriculum support = £15000</p> <p>Timetabled curriculum support = 23940</p>
Total budgeted cost					60,435
ii. PP pupils are less likely to have clear and considered plans for post 16 study and futures					

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?
PP pupils receive careers guidance and support so that they are as aware of Post-16 options and career pathways as non-PP pupils and know where to go for advice	Careers SOW maps out the T&L aims from Y7-11 Lesson plans are clear, detailed and easy for tutors to deliver PP pupils are prioritised as per careers strategy	Monitoring systems – in particular pupil voice and SLT interviews at KS4 identify that PP pupils are less likely to have clear plans for post 16 study than non-PP pupils	Monitoring systems for PSHCE lessons demonstrate that staff are engaged in high quality teaching with regard to careers from Year 7 Gatsby benchmarks are met for PP cohort All disadvantaged learners who need careers advice access this early and do not become NEET	JWh/CJ PP lead	April and September 2020 No additional costs as part of the SDP Careers Advisor £2500
Total budgeted cost					£2500
iii. The behavior and attitudes of PP pupils is a factor in underperformance					
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?
The attitude to learning for a PP pupil is the same as non-PP. This leads to increased engagement in the learning process Sanctions data for PP pupils is lowered, particularly with regard to C3s Reduction in fixed term exclusions Ensure sufficient support available so that PP pupils with specific needs can	PP engage with APS PROUD and APS LEARNER initiatives PP benefit from 121 support through PDPs. These meetings inform and improve consultation day discussions PP achieve positive KS3 diploma scores PP benefit from whole school initiatives designed to improve cultural capital as per SDP	PP behaviour data, in terms for Attitude to Learning scores and sanctions is not in line with non PP data EEF toolkit indicates that metacognition is an important indicator of progress outcomes Readiness for learning scores indicate a difference between APS and national	Part of SDP Monitoring systems demonstrate that PP pupils can discuss APS PROUD and how it impact their learning and progress Review of planners and SIMS records reflect PDP targets are being set and tracked with form tutors PP engage in diploma initiative. Scores are in line with non-PP	LP/KS LP/JRU	April and September 2020 PDPs/Diploma 1 tutor hourx 38 weeks x £37 = £59,000 April and September 2020

access suitable provision	Maintain a reduced budget for alternative provision	A few students are successfully accessing alternative provision and for some of them this will need to continue.	Close Liaison with riverside and other providers	KS	2 Riverside £6800 per place 1 tuition service place 1 term £1280 Iprovefit £450 Launch 2 learning £8070
PP pupils are supported with the equipment and resources they need to be successful	Continue current arrangements for providing uniform, revision guides, financial help with curriculum trips, music lessons etc.	Equality of access and improving cultural capital for PP pupils.	PP Leads KS3 and 4		£6000
Total budgeted cost					£88,400

iv. **High persistent absence**

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?
Reduce persistent absence of PP by 1/3	<p>Establish attendance as an APS 'norm' through the APS Attendance ladder</p> <p>Rewards for increase of attendance – to be decided on a year group / pupil by pupil basis.</p> <p>Attending APS is a positive experience for PP pupils</p> <p>Key pupils attendance to be monitored each week</p> <p>121 support and mentoring for key pupils</p> <p>Allow PSAs time to work with families on the Triple P programme</p>	<p>Absence remains the key inhibitor to progress and outcomes</p> <p>Better working relationships with identified families</p> <p>A safe space for identified pupils</p> <p>Pupils with low wellbeing supported and enabled to engage with school life</p> <p>To ensure that if support is required to catch up / improve attendance it is provided.</p> <p>So pupils are in a better place to make academic progress</p> <p>To improve the working relationship between the family, school and pupil.</p>	<p>Part of the SDP</p> <p>Review students during pastoral meetings</p> <p>Termly review of key pupils in each year group.</p> <p>RFL scores will not decrease.</p> <p>Specific interventions tracked in Sims</p>	<p>KS/DW</p> <p>PP lead</p>	<p>April and September 2020</p> <p>Pastoral interventions = £10,000</p> <p>% cost of school counselor = £6000</p>

Total budgeted cost					£16000

Review

This review section will be completed in April 2020 and September 2021

6. Review of expenditure (April 2020)				
Previous Academic Year				
i.				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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7. Summary and next steps