

# Pupil premium strategy statement- Abbey Park School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Abbey Park School
Number of pupils in school	1182 (18/02/2024)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2024
Statement authorised by	J Young
Pupil premium lead	R Stubbs
Governor / Trustee lead	C Dickinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,842
Recovery premium funding allocation this academic year	£55,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£289,732

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil premium students are identified by the government as belonging to one of the following categories; those in receipt of free school meals (FSM), those who have been at some point in the last 6 years, looked after children, adopted children and children with at least one parent in the armed forces. All schools are allocated a proportion of their funding from central government which is called the “pupil premium”. The main PP funding allocated to the school is based on the number of pupils who currently qualify for FSM, or have qualified for FSMs at any point within the last 6 years, (FSM ever 6). The school also receives a smaller amount of PP funding for eligible pupils who are Looked after children, children of services families and children adopted from care after 2005. PP funding at Abbey Park School is carefully directed at addressing underperformance in the targeted group of children, although other students in need of catch up may also benefit from this intervention.

This is the fourth strategy statement since Abbey Park school became an academy in Oct 2018. Progress of Pupil Premium (PP) students within the school has been improving at a good pace since then. In 2016 P8 for the disadvantaged cohort was -1.11. In 2019 outcomes for PP students were -0,31, better at Abbey park than for PP students nationally. (See progress trends). This was largely due to whole school improvements in teaching and learning and targeted intervention at KS4. In the last 2 years, the school, like all schools, experienced disruption to face to face lessons due to Covid 19. This plan aims to help address those gaps in learning created due to this disruption through; investing in high quality teaching and learning across our classrooms, targeted intervention at both KS3 and 4, and wider pastoral strategies to enhance well being and attendance. Our ethos is to continue to strive for excellent outcomes for all pupils including our PP cohort, so that their outcomes are as good as students their non-PP counterparts. A large part of this plan is already encompassed within our whole school development plan as we realise that the fastest way to raise standards for disadvantaged students is to raise standards for all. This plan is written for the academic period 2021-24. With an in-depth review scheduled in Sep/Oct 2024

Progress trends

Measure  Cohort: 29	APS 2019 Summer Exams	National Comparisons	
		2019	
		DfE	SISRA
Avg KS2 PA	4.48		4.59
Attainment 8	38	36.54	38.69
Progress 8	-0.31	-0.45	-0.35
EM Basics 5+	30%	24%	26%
<i>English 5+</i>	48%	42%	45%
<i>Maths 5+</i>	35%	30%	32%
EM Basics 4+	52%	44%	48%
<i>English 4+</i>	65%	59%	63%
<i>Maths 4+</i>	61%	51%	54%

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower levels of literacy/numeracy – Our Non-PP cohort achieve better in E and M than our PP cohort. Internal and standardised data at KS3 show that the PP cohort are currently not performing in line with their non-pp counterparts.
2	Behaviour and motivation can be a factor in underperformance – Our PP cohort account for more FTEs than the non-PP counterparts. Our internal PP review indicated that student motivation has impacted PP attainment.
3	Higher levels of persistent absence – National attendance data shows that the PP cohort has been more negatively affected by Covid than non PP students. This is also reflected in our data and our pastoral discussions with pupils have indicated a greater degree of social and emotional issues. Research evidence shows clear links between pupil attendance and attainment.
4	Access to ICT and a suitable home working environment – During the recent lockdowns we loaned out over 80 laptops for PP pupils to work on at home. Our PP cohort are regular attendees to our session 6 homework clubs.
5	Knowledge gaps - Our tracking data during the recent lockdowns showed that our PP cohort were more likely to be impacted by partial school closures than their non -PP counterparts and more likely to have knowledge gaps as a result of this.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Levels of Literacy and Numeracy rise	Progress 8 rises by 0.3 from 2019 data GL assessment data shows improvements in English and Maths at KS3. % of pp students achieving 4+ in E and M improves by 10% as compared with 2019 data.
2. Pupils show good learning behaviours and are motivated to try their hardest.	PP behaviour data shows that PP pupils behaviour is in line with their Non-PP counterparts. Pupils show good learning behaviours in lesson observations Pupil talk positively about learning behaviours in pupil voice monitoring
3. To achieve sustained improved attendance for all pupils but particularly our disadvantaged pupils.	The percentage of disadvantaged pupils who are persistently absent being slightly below National average.

<p>4. Students are better supported to learn outside of school</p>	<p>Homework club is regularly attended by PP pupils. No student is unable to access work through lack of access to ICT.</p>
<p>5. Knowledge Gaps are reduced and attainment increased.</p>	<p>Retrieval and low stakes assessments become part of the regular teaching routine. Progress measures for PP cohort rise by 0.3 from 2019 data. GL assessment data shows improvements in English and Maths at KS3.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [176,817]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing the four strands of the Literacy Strategy:</p> <ul style="list-style-type: none"> <li>Extended written responses</li> <li>Subject terminology</li> <li>Proof reading symbols</li> <li>Topic Texts (KS3)</li> </ul> <p>This is embedded in our SDP.</p>	<p>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>EEF Toolkit</p> <p>Reading comprehension strategies +6</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Improving literacy in secondary schools EEF guidance report 07/2018</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1,5</p>
<p>High quality CPD for teaching staff to include:</p> <ul style="list-style-type: none"> <li>• TEEP levels 1,2 and 3.</li> <li>• Personalised CPD provision,</li> <li>• Rosenshine, Modelling, questioning, retrieval and low stakes assessment, group work</li> <li>• High quality ECT mentoring and induction programme</li> <li>• Revisiting WWW/HTI/MAC</li> <li>• Wave 1 classroom intervention</li> </ul> <p>This is embedded in our SDP.</p>	<p>High quality teaching is key to raising attainment for all pupils, but particularly PP pupils.</p> <p>EEF Toolkit</p> <p>Collaborative approaches +5</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Effective professional development guidance report. EEF 08/21</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Retrieval practice: Research and resources for every classroom Kate Jones (2019)</p> <p>EEF Toolkit</p> <p>Feedback +6</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Teacher feedback to improve pupil learning guidance report EEF. 06/21</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1,2,3,5</p>

Year 7 reading initiative	An initiative that aims to get parents and students reading together at home EEF Toolkit Reading comprehension strategies +6 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,4,5
Accelerated reader	Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. AR was first introduced in the 22-23 academic year.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a>	1,4
Embedding the use of PLCs across all subjects	PLCs help all learners become more aware of what they do/do not know. EEF Toolkit Meta cognition and self regulation +7 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [58,178]

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 intervention in English, Maths, Science and Humanities (tutor time).	In all the following interventions PP pupils who are not meeting target are prioritised. This includes groups of high prior attaining pupils who may not be meeting target. Tutor time sessions start 15 mins prior to the rest of school and mean that pupils are not missing other content. EEF toolkit Extending school time +3 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1,2,4,5
KS4 Intervention in English and Maths (lesson withdrawal)	These sessions are taught by qualified teachers. Students progress is reviewed termly and cohorts change based on internal progress data. EEF toolkit	1,2,5

	<p>Small group learning +4  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition +3  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>KS3 Intervention In maths.  (Y7 lesson withdrawal, year 8 and 9 online afterschool)</p>	<p>Year 7 students are taught by a primary teacher from a trust primary school.  EEF Toolkit  Small group learning +4  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition +3  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,4, 5
<p>KS3 Intervention in English  (Lesson withdrawal)</p>	<p>These sessions are taught by an English teacher. The same content is covered as followed in our English curriculum, using differentiated texts.  EEF toolkit  Small group learning +4  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition +3  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [54,740] –

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject specific session 6</p> <p>Increased TA supported homework provision</p>	<p>Giving bespoke areas for KS4 students to get help with homework, complete extra subject specific lessons or a quiet place for self supported study.  EEF Toolkit  Extending school time +3  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1,3,4,5
<p>In house school counsellor</p>	<p>Having seen waiting lists for CAMHs and TAMHs increase and seen the impact this can have on our students and families we have appointed an in school counsellor who can help pick up those less urgent cases before they reach crisis point.</p>	2,3

	<a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a>	
Alternative provision	We maintain a budget for alternative provision for those individual higher needs pupils who struggle to make progress ( EF,SH,TC)	2,3
PP fund	We have seen increased demand from parents for help with uniform and equipment costs so we maintain a fund to help with those discretionary items that may help get a child into school.	3,
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  An attendance officer has been appointed to assist with the implementation.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
Villiers Park - is a national social justice charity. We deliver evidence-led programmes that develop personal and employability skills and raise academic outcomes for disadvantaged young people aged 14-19.	We have worked with Villiers park since 2018 and our PP students who have been involved in their programme are now beginning their studies at Russell group universities. <a href="https://www.villierspark.org.uk/">https://www.villierspark.org.uk/</a> Students who work with Villiers park are much more likely to achieve good outcomes at GCSE and A level and university.	2,3,5
<i>PDP meeting with pupils</i>	Staff meet with tutees individually 3 times per year to look at academic progress and set and review academic targets. Tutors also meet with tutees and parents 2 times per year to discuss the above.  EEF Toolkit Meta cognition and self regulation +7 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	2,3,4
<i>PSA led social/emotional groups</i>	PSAs have done welfare checks with all pupils who score below 2.5 on the readiness for learning survey and identify pupils who would benefit from additional pastoral interventions.  EEF Toolkit	2,3



	social and emotional learning + 4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a>	
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**Total budgeted cost: £ [289,735]**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the academic year using key stage 4 performance data and our internal assessments.

During the two years when national examinations did not take place the gap between pupil premium and non-pupil premium KS4 students had widened, this was evidenced further by our 2021/22 GCSE results. Our 2019 results (the last national exams before the pandemic) showed that APS had made significant progress in raising the outcomes of PP and students and closing the disadvantaged gap. In 2019 our disadvantaged progress 8 figure was -0.31 and our attainment 8 figure was 38.4, this compares with our 2017 disadvantaged results which produced a progress 8 figure of -0.69 and an attainment 8 figure of 34.8.

In 2022/ 23, the progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.57. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 32.47. See DfE guidance for more information on KS4 performance measures. This represents a slight improvement in results from the previous academic year when progress 8 was -0.69 and attainment 8 was 30.34. Progress has been made but we are aware that there is still work to do to address the disadvantaged gap at Abbey Park School.

The DfE does discourage schools from comparing KS4 results to results from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes made to GCSEs and grade boundaries could further skew any data analysis.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national attainment 8 score for disadvantaged pupils in 2022/23 was 38.3 (sisra) and for all pupils it was 46.42 (sisra). For progress 8, the national average score for disadvantaged pupils was -0.41 (sisra) and for all pupils, it was 0.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

The gap between the progress 8 and attainment 8 scores of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic.

	Disadvantaged A8	Non-disadvantaged A8	Disadvantaged P8	Non-disadvantaged P8
2018/19	38.04	50.96	-0.31	+0.11
2021/22	32.13	48.17	-0.66	+0.02
2022/23	32.47	47.07	-0.57	+0.13

These results show a slight improvement in A8 and P8 figures since 21/22 but little change in the disadvantaged gap for the P8 and A8 figures. Despite only small changes in the progress and attainment scores for disadvantaged pupils, we saw a huge increase in the percentage of disadvantaged pupils who achieved a grade 5 in both English and Maths, in 21/22 the figure was 4%, and this has risen to 28% in 22/23.

Our analysis shows that poor attendance was the greatest contributing factor that led to the progress and attainment gap between our disadvantaged and non-disadvantaged pupils. Attendance rates among disadvantaged pupils were 10% lower than non-disadvantaged pupils in 22/23 and persistent absence was 57% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our monitoring demonstrated that pupil behaviour improved last year, but challenges around well-being and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set to achieve by 2024/25, as stated in the Intended Outcomes section above.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Future Leaders Programme	Villiers Park Educational Trust