

# 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	1123
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 2022
Statement authorised by	J Young
Pupil premium lead	J Russell
Governor / Trustee lead	H Boddy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,616
Recovery premium funding allocation this academic year	£27,115
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	£221,731

# 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 -0.45. (See data below). 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 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 2022

Measure  Cohort: 29	APS 2019 Summer Exam results for PP	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%
English 5+	48%	42%	45%
Maths 5+	35%	30%	32%
EM Basics 4+	52%	44%	48%
English 4+	65%	59%	63%
Maths 4+	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 English and Maths 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 PP pupils and families. 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 engagement data during the recent lockdowns showed that our PP cohort were less able to engage during partial school closures than their non -PP counterparts and therefore, are 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

<p>3. To achieve sustained improved attendance for all pupils but particularly our disadvantaged pupils.</p>	<p>The percentage of disadvantaged pupils who are persistently absent being slightly below national average.</p>
<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: £ [140.700]

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>Year 7 reading initiative</p> <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>	1,5
<p>Embedding a Maths mastery curriculum in KS3</p>	<p>Pupils demonstrate a high level of success before moving on to new content. Teachers are given regular time slots to shared plan this approach.</p> <p>EEF Toolkit</p> <p>Maths Mastery +5</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,5
<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</li> </ul>	<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>	1,2,3,5

<p>and induction programme</p> <ul style="list-style-type: none"> <li>• Revisiting WWW/HTI/MAC</li> <li>• Wave 1 classroom intervention</li> </ul> <p>This is embedded in our SDP.</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. O6/21</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>Embedding the use of PLCs across all subjects</p> <p>This is embedded in our SDP</p>	<p>PLCs help all learners become more aware of what they do/do not know.</p> <p>EEF Toolkit</p> <p>Meta cognition and self regulation +7</p> <p><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></p>	1,5

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

Budgeted cost: £ [40,300]

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 intervention in English, Maths, Science and Humanities (tutor time).	<p>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.</p> <p>EEF toolkit</p> <p>Extending school time +3</p> <p><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>	1,2,4,5
KS4 Intervention in English and Maths (lesson withdrawal)	<p>These sessions are taught by qualified teachers. Students progress is reviewed termly and cohorts change based on internal progress data.</p> <p>EEF toolkit</p> <p>Small group learning +4</p> <p><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</p>	1,2,5

	<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>	
KS3 Intervention In maths. (Y7 lesson withdrawal, year 8 and 9 online afterschool)	Year 7 students are taught by a primary teacher from a trust primary school. Year 8 and 9 students complete 1 hour per week as a session 6 or session at home. Both sessions target knowledge gaps as identified by internal and standardised data. 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> 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>	1,2,4, 5
KS3 Intervention in English (Lesson withdrawal)	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> 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>	1,2,5

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

Budgeted cost: £ [40,080]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject specific session 6  Increased TA supported homework provision  Year 11 study hub	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> Homework +5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1,3,4,5
In house school counsellor	Having seen waiting lists for CAMHs and TAMHs increase and seen the impact this can have on our students and families we have appointed and in school counsellor who can help pick up those less urgent cases before they reach crisis point.	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>	
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>	1,2,3,5
<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 and work with pupils who would benefit from additional pastoral interventions. EEF Toolkit social and emotional learning + 4	2,3

	<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: £ [221,080]**

## 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.

Literacy and numeracy levels continue to improve for our year 11 disadvantaged. At 2019 our P8 measure (and basics 4+ and 5+) for this cohort was better than the national figures. -0.31 vs -0.45 NA. Our TAGs in 2020/21 suggest that performance of disadvantaged improved by 2% in EM Basics 5+ and improved by 11% in EM Basics 4+ from 2019 levels. However, our aim is for our disadvantaged students to perform in line with their non-disadvantaged peers and as we are not quite there yet, there is still work to do to close the gap in attainment overall. New standardised assessments at KS3 also indicate that there is a gap in the achievement of disadvantaged as compared with non- disadvantaged at all year groups.

We are confident that whole school improvements in literacy, retrieval, TEEP, PLCs, clear character and culture messaging, curriculum mapping and strengthening are the key to maintaining improvements in attainment and so those areas above that are not yet fully embedded have been integrated into the current strategy.

Having interviewed the vast majority of our year 11 cohort there is no significant difference in disadvantaged/non-disadvantaged students who do not yet have a clear idea about their futures and post 16 options, so the measures taken in previous strategy statements have had some success and will continue – but are no longer needed as a priority on the current plan.

We know from internal data analysis that our disadvantaged cohort are more likely to pick up consequences and this is also replicated in our FTEs as compared with their non-disadvantaged counterparts. However, when compared with the national picture our disadvantaged cohort have less FTEs than nationally. We are constantly striving to promote clear whole school culture and character messaging, and doing small group pastoral intervention with identified students but this needs to be a continued focus of our work.

We know that despite our best efforts, Covid 19 partial school closures had a bigger impact on the disadvantaged last year. Our internal/external data shows that levels of persistent absence have increased, though the way absences had to be coded during this time does mitigate some of this increase. This area continues to be a key focus on our new strategy.

Our engagement monitoring showed that the disadvantaged were less able to engage as successfully with remote learning, and this cohort have achieved less well in standardised assessments in English and Maths taken in July 2021. Therefore, addressing these knowledge gaps will become a priority on our future plan.

We are also confident that our small team of qualified teachers/tutors who deliver school led tutoring are key to helping address the knowledge gaps that Covid 19 closures have exacerbated. Therefore, this continues to be a key focus of our targeted support in the future strategy plan and we have expended this programme into KS3. In addition to this, the catch-up premium has allowed us to expand the tutoring offer, using the national tutoring programme online

During the periods of school closures we distributed over 80 laptops and 20 sim cards to students in order for them to engage with work during lockdown. We know that this allowed many of them to access online learning but, we also know from our engagement monitoring and through pupil voice that not all of our cohort were able to engage as well as they would if they attended a normal lesson, even if they were in school. Thus, reinforcing the need to address knowledge gaps in the next plan.

## 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*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We included our service PP pupils in the measures outlined for all disadvantaged pupils.
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### **Strategy Planning**

During 2020/21 we completed an internal review into PP. We completed learning walks, sampled students work and compared it with non-disadvantaged students, we conducted pupil voice exercises and conducted a staff survey. The key findings of this review have fed into our strategy for this year.

### **Additional activity**

Our pupil premium strategy will also be supplemented by additional activity that is not being funded by our pupil premium or recovery premium. That will include:

Summer School - Over 200 (39 PP) of the current year 7 cohort took part in our summer school last year. So far behaviour data and pupil voice exercises indicate they have settled in well.

Working with trailblazers (an early help mental health support service) to help support pupils with mild to moderate mental health issues including anxiety, low mood, phobias, difficulty with anger, self-esteem and behavioural difficulties. mental health and wellbeing.