

Abbeyfield School Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium) 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 as part of our three-year plan and the outcomes for disadvantaged pupils last academic year (2022-2023)

School overview

Detail	Data
Number of pupils in school	1375
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	30 th November 2023
Date on which it will be reviewed	30 th November 2024
Statement authorised by	Fiona Aris
Pupil premium lead	Carol Scrivener-Wallace
Governor / Trustee lead	Jason Howard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314,640
Recovery premium funding allocation this academic year	£78,352.00.
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£392,992

Part A: Pupil premium strategy plan

Statement of intent

At Abbeyfield school we are ambitious to achieve for all our students. Our approach recognises that all our students, no matter what their background, possess attributes and talents that can be nurtured, and we seek to further develop the characteristics, powerful knowledge and skills required to set and achieve ambitious goals. We seek to achieve this through our mutually interdependent academic, personal, and pastoral systems, taking a holistic approach to student development.

The ultimate indicator of success will be our Pupil Premium students leaving with the ability to make aspirational life- choices which are not limited by circumstance.

Our objectives for 2021-2024 are to:

- Diminish any gaps in attainment and progress outcomes for students eligible for Pupil Premium against national for non-Pupil Premium students by the end of Key Stage 4 (Year 11).
- Increase, attainment and progress outcomes by Pupil Premium students in English, Mathematics and Science.
- Improve attendance, reduce persistent absence and improve punctuality, reduce exclusions and improve attitude to learning.
- Raise aspirations to ensure equality of opportunity for all leavers through
 - (i) Ensuring Pupil Premium student voice is used to enable them to be known and increase their sense of belonging and ownership of their education.
 - (ii) access to a high- quality, broad and balanced academic curriculum
 - (iii) access to a high-quality personal development curriculum, including strong CEIAG provision, educating on academic pathways, post 16 destinations including apprenticeships.
 - i (iv) Equality of access to a range of enrichment opportunities and experiences.

These objectives form the basis of our intended outcomes and activity for 2021-2024.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and Progress: To raise the attainment and progress for PP students PP students to achieve between -0.1-0 P8 in 2024 To ensure positive impact of recovery spending on outcomes.
2	Attendance:

	<p>Improving attendance of PP students and reducing Persistent Absence (PA) in line with National Average (87.6% and 35.9% respectively)</p> <p>In Autumn term of 2023 we saw an improvement of +1.77% in PP attendance: maintain this upwards trajectory.</p>
3	<p>Behaviour and Attitudes:</p> <p>Maintain the improvement in reduction of PP suspensions and exclusion.</p>
4	<p>Teaching and Learning:</p> <p>Closing any gaps in knowledge</p> <p>Embedding metacognitive strategies to support student ownership and engagement in the learning process.</p> <p>Developing disciplinary literacy.</p> <p>Raising reading and reading comprehension ages.</p> <p>Clear identification of PP students in seating plans to inform checking for understanding and live marking.</p>
5	<p>Raising aspirations and widening access to opportunities:</p> <p>ensuring PP proportional representation in experiences with speakers, trips/visits, events.</p>
6	<p>Student welfare:</p> <p>Close liaison with provision team to ensure early identification and support for PP students with regards to safeguarding welfare, including mental health and wellbeing.</p>

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
PP cohort achieves in line, or above, their Progress 8 target at GCSE.	<p>PP students achieve between minus 0.3 to minus 0.2 P8 overall.</p> <p>Open PP P8 between 0 to minus 0.1</p>
Increased attainment for PP students at 9-7, 9-5 and 9-4 in English, Maths and Science.	PP students achieve in line with, or above, their CET targets for English, Maths and Science.
Liaison with Quality of Education team to facilitate PP Basics match up for Y11 GCSE outcomes, tracked at each assessment point	PP students achieve in line with, or above, their CET Basics 7+, 5+, 4+ targets.
PP attendance gap PP v non-PP reduces in line with, or below, national average for this group.	Attendance figures demonstrate PP attendance improvements and reduction in gap between PP v non-PP students.
PP PA figures reduce in line with, or below, national average for this group	Attendance figures demonstrate PP PA absence reduction compared to previous years and reduction in gap between PP and

	Non- PP students.
Increase PP praise points totals	PP students achieve PP points in line with non-PP cohorts.
Reduction in PP student representation in Internal Exclusion by student numbers and numbers of days. Reduction in FTE for PP students by student numbers and number of days.	IEU and FTE data indicate a year- on- year reduction in PP student numbers and days in IEU/on FTE.
PP students all able to access learning and apps via Chromebook	Chromebooks for PP students funded to ensure parity of access and opportunity.
PP students make at least expected progress.	Assessment data indicated PP students making at least expected progress in line with FFT 20 targets.
Teaching staff deploy metacognitive approaches to their teaching.	Learning walks evidence metacognitive approaches in action. Data indicates increased attainment and progress for PP students.
PP students' aspirations raised	PP Student voice data aspiration indicators show each PP students has an aspiration-follow up meeting with Careers Lead where student is unsure. Leavers data shows an increased number of PP students accessing further education/apprenticeships and 0% PP NEET. Data indicates increased number of PP students entering our sixth form.
PP students have equality of access to enrichment and wider curriculum offer.	Enrichment/trips and visits/ speaker experiences and STEM experiences registers indicate proportional representation of PP students (24%).
Student welfare issues relating to PP students are identified and dealt with appropriately and swiftly.	Provision meeting records indicate actions taken for PP students presenting welfare issues.

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: £ 102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teaching Matters to lead Staff CPD on metacognition.	The EEF toolkit indicates a +7 months gain for metacognition and self-regulation.	1,4
Use of Teaching Matters Student Motivation Maps with identified students to develop metacognition.	The EEF toolkit indicates a +7 months rating for metacognition and self-regulation. Student motivation maps are personalised and the EEF Toolkit indicates a +4 gain for individualised instruction.	1,4
Supplying of educational and resources, including revision guides for all subjects, scientific calculators, stationery etc.	The EEF toolkit indicates a +5 gain where students are able to access and complete extended learning.	1,2,4
Proportional contribution to the purchase of hand- held modelling devices to enable students to share work and increase use of modelling/scaffolding and live feedback in the classroom.	The EEF Toolkit indicates a +4 gain for feedback.	1,4
Monitoring, evaluation and Quality Assurance of teaching and learning includes proportional representation of PP students in book looks and student voice.	The EEF website states: "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1,4
Resilient Me workshops to equip PP students with attitudes and skills to be successful in the classroom:	The EEF Toolkit indicates a +4 gain for SEL and a +4 gain for interventions that change behaviours.	1,4,5
Teaching Matters to lead Staff CPD on metacognition.	The EEF toolkit indicates a +7 months gain for metacognition and self-regulation.	1,4
National literacy trust staff CPD on disciplinary literacy.	The EEF toolkit indicates a +6 gain for reading comprehension strategies.	1,4

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

Budgeted cost: £ 90,000 plus £78,352 recovery funding (£168,352 total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National Tutoring Programme with Year 11 to provide targeted support for Core Subjects for students identified as needing specific support and boost their attainment by at least a grade.	The EEF Toolkit indicates a +5 gain for one-to-one tuition and a +4 gain for small group tuition.	1,4
Small group tuition for Post -16 students to achieve Grade 4 in English or Maths and students who are behind in one or more A Level subject to achieve an improvement by a grade.	The EEF Toolkit indicates a +4 gain for small group tuition.	1,4
Provision for tutoring in English, Maths and Science as required to improve identified students' attainment in the core subjects by one grade.	The EEF Toolkit indicates a +2 gain for academic mentoring.	1,4
Support existing staff members to mentor students use established positive relationships.	The EEF toolkit indicates a +2 gain for mentoring.	1,4
Licenses for use of video for core English	Based upon EEF guide to Digital Technology and its impact.	1.4

Literature texts as/if required. Macbeth, An Inspector Calls, Dr Jekyll and Mr Hyde.		
Monitoring and targeting use of GCSEPod through pre-prepared playlists for PP students	EEF Digital Technology Toolkit identifies uses and recommendations to consider: these recommendations have been considered. Supports retention of Subject Specific vocabulary and powerful knowledge, best practice is when it is used for rehearsal and interleaving and has an accompanying self- quiz/low stakes quizzing.	1,4
Use of Accelerated Reader, NGRT, Bedrock learning resources and NLT training on disciplinary literacy to improve literacy levels.	The EEF toolkit indicates a +6 gain for reading comprehension strategies.	1,4
Use of funding to support costs of music lessons for students taking GCSE music and those who aspire to.	The EEF toolkit indicates a +3 gain for arts participation.	1,4
Use of funding for Strategic leadership costs ensuring SLT level overview and strategic direction to ensure it is high profile and on the SLT agenda in SLT decision making.	A champion at SLT level, who keeps PP on the agenda, has been shown to be important in moving PP provision forward. The EEF website states: "Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. <i>It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</i> "	1,2,3,4,5,6
PP students proportionally represented in student voice and student leadership opportunities.	Maslow's hierarchy of needs indicates that for students to self- actualise, they need to feel as if they belong: increasing students contributions to school policy and wider decisions will help to achieve this.	3
Individual PP student voice through "All About Me" MS forms, PP database and toolkit to support personalised, Quality First Teaching and	The EEF toolkit indicates a +4 gain for individualised instruction. Maslow's hierarchy of needs indicates that for students to self- actualise, they need to feel as if they belong: increasing students' contributions to	1,3,4

positive teacher-student relationships.	school policy and wider decisions will help to achieve this.	
Subsidised chromebook scheme to support PP students in accessing extended learning and educational resources.	The EEF toolkit indicates a +5 gain for access to and completion of extended learning.	1,4

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

Budgeted cost: £ 122,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lowdown support sessions 6 hours per week	The EEF Toolkit indicates a +4 gain for SEL	6
Social worker 1 day per week for academic year.	The EEF Toolkit indicates a +4 gain for SEL	6
Proportional use of funding to support salary of attendance worker to sustain capacity.	National attendance figures	1,2,4,6
Proportional use of funding to support number of pastoral support workers, welfare and safeguarding capacity.	The EEF Toolkit indicates a +4 gain for SEL and intervention.	1,2,3,4,6
Supply of breakfast items for PP students as required.	Food poverty has been a huge focus during lockdown following Marcus Rashford's campaign. Lack of food can lead to lack of focus/concentration and illness which impacts negatively upon attendance.	1,2,4,6
Design re-education packs for PP students to complete in IEU on key issues in addition to behaviour change programmes to reduce recidivism.	The EEF Toolkit indicates a +4 gain for interventions designed to change behaviour.	1,3,6

Rewards: proportional contribution to ensure proportional representation and encourage engagement and attainment/progress.	The EEF Toolkit indicates a +4 gain for interventions designed to change behaviour.	1,2,3,4
Supply of bus passes/taxis as required to enable students to attend school/alternative provision.	DFE figures for 2018/19 (last full academic year) indicate absence gaps between FSM and non-FSM students (9.2% compared to 4.8% respectively) and PP and non- PP students (8.2% compared to 4.5% respectively). Persistent absence gaps are alarming: FSM/non FSM- gap of 17.9% PP/Non PP- gap of 16.6%	1,2,4,6
Remove barriers to attendance and belonging through supply of uniform items, including sports uniform	DFE figures for 2018/19 (last full academic year) indicate absence gaps between FSM and non-FSM students (9.2% compared to 4.8% respectively) and PP and non- PP students (8.2% compared to 4.5% respectively). Persistent absence gaps are alarming: FSM/non FSM- gap of 17.9% PP/Non PP- gap of 16.6%	1,2,4,6
Proportional use of funding for CEIAG advice with priority scheduling for PP students in Y11 and Sixth Form.	DFE data shows that 6.5% of all students nationally were NEET- ABS aims for 0% NEET.	1,5
100% subsidy for FSM students and 50% subsidy for PP students for trips and visits including the D of E award.	The EEF Toolkit indicates a +3 gain for Arts Participation.	5
Targeted CEIAG one - to -one meetings with ABS Careers Lead for students without an aspiration, regularly in IEU and at risk of p/ex	DFE data shows that 6.5% of all students nationally were NEET- ABS aims for 0% NEET.	1,5
Half termly attendance initiatives with rewards to boost attendance: i (i) At risk of PA ii (ii) PA	DFE data shows continued attendance gap between PP and non-PP, particularly for PA figures. ABS aims to be in line or above national attendance figures of 87.5% for PP and in line or below national PP PA figures of 37.5%	1,2,4
Sixth form UCAS support, university/college trip visits, Russell Group. BMAT/ applications for Law support	Evidence unclear on aspiration interventions however support for applications helps reduce NEET figures and increases pool of alumni who advise and mentor younger students through future first.	1,3,4,5.

Use of Future First Alumni platform to expose students to previous successful PP students to mentor, deliver talks.	DFE data shows that 6.5% of all students nationally were NEET- ABS aims for 0% NEET. EEF Toolkit indicates a gain of +4 for interventions that seek to change behaviour.	1,3,4,5
Subsidised music lessons for PP students.	The EEF Toolkit indicates a +3 gain for Arts participation.	1,5

Total budgeted cost: £ 392,992

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic year 2023-23

Attendance PP:83.2% PP PA: 46.43%

Outcomes:

KS5

Level 3 overall cohort: DA average grade C+ compared to non DA B-

DA Value added at -0.38 compared to non DA -0.48

A level summary: Both DA and Non DA average grade B-

DA Value added -0.39 compared to non DA -0.48

Academic: Both DA and Non DA average grade B-

DA value added -0.32 compared to non DA -0.48

Applied General: DA average grade M compared to Distinction for non DA

DA value added -0.80 compared to non DA 0.17

KS4

P8 -0.51 compared to 0 Non PP

BASICS 7+ 4% compared to 0% target

Basics 5+ 17% compared to 36% Non PP

Basics 4+ 38% compared to 64% Non PP

PP HAPs 0.92 compared to target of -0.34

PP BOYS -0.87 compared to target of -0.81

SCI Standard pass 37% compared to target of 69.6%

Strong pass 21.7 % compared to target of 39.1%

OPEN -0.95 achieved compared to target of -1.05.

EBACC 10% PP achieved standard pass compared to target of 24%

4% of PP achieved strong pass compared to target of 18%

1 PP student was NEET from 22/23 academic year due to taking a mental health break.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
SPARX MATHS	SPARK LIMITED
TASSOMAI	MURRAY MORRISON
SENECA	SENECA LEARNING
GCSEPOD	SOUND BITE LEARNING
UNIFROG	UNIFROG
SPEAKERS FOR SCHOOLS	SPEAKERS FOR SCHOOLS
FUTURE FIRST	FUTURE FIRST ORG.UK
LEXIA	ROSETTA STONE LTD
SLQ PERSONAL SKILLS PROGRAMME	SLQ
MY TUTOR	BERTIE HUBBARD
ACCELERATED READER	RENAISSANCE LEARNING
ELEVATE	ELEVATE EDUCATION
GL ASSESSMENTS	GL ASSESSMENT.CO.UK
BEDROCK LEARNING PLATFORM	BEDROCK LEARNING
NATIONAL LITERACY TRUST	NATIONAL LITERACY TRUST
THE FRANK BRUNO TRUST	THE FRANK BRUNO TRUST
THE LOWDOWN	THE LOWDOWN MENTAL HEALTH CHARITY.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
NOT APPLICABLE
The impact of that spending on service pupil premium eligible pupils
NOT APPLICABLE