

# **Impact of Pupil Premium funding on the progress and achievements of disadvantaged children**

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## **1.0 Principles and Background to Disadvantaged Pupils**

### **Principles**

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. This is an essential, integral part of the development of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

### **Background**

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government has used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals over a rolling six year period. At The Abbey School we will be using the indicator of those eligible for free school meals as well as identified vulnerable groups (including Ever 6 Free School meals) as our target children to 'close the gap' regarding attainment.

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools 'are free to spend the pupil premium as they see fit' [DfE 2011]. The Government is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'. Schools will be accountable for closing the gap, and there are school performance tables that include measures that show the attainment of pupils who receive the pupil premium compared with their peers.

### **Provision**

In order to meet the above requirements, the Governing Body of The Abbey School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through regular reviews of data to monitor pupil progress.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### **The range of provision**

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities
- Alternative support and intervention

## **2.0 The Abbey School Demographic of Disadvantaged Pupils**

### **The Demographic of the Abbey School**

| <b>Year Group</b> | <b>Number of pupils PP</b> | <b>Number of pupil in year</b> | <b>% of Pupils Premium</b> |
|-------------------|----------------------------|--------------------------------|----------------------------|
| Year 7            | 84                         | 194                            | 43%                        |
| Year 8            | 60                         | 188                            | 32%                        |
| Year 9            | 57                         | 159                            | 36%                        |
| Year 10           | 48                         | 159                            | 33%                        |
| Year 11           | 56                         | 155                            | 37%                        |
| <b>Total</b>      | <b>320</b>                 | <b>855</b>                     | <b>37%</b>                 |

## **3.0 Strategies used to improve the Achievement of Disadvantaged Pupils**

The main strategies that have been used and will continue to be used are:

- Promoting and reinforcing an ethos of high achievement for all
- Raising aspirations through university visits and guest speakers
- Appointing highly competent teaching staff in EBacc subjects
- Assigning the best teaching practitioners to groups with disadvantaged pupils
- Use of context sheets to highlight additional provision
- Close analysis of marking
- Teaching observations
- Deploying specialist tutors to work with pupils in small groups and on a 1:1 basis
- Providing educational resources and access to trips and events
- Regularly reviewing achievement data
- Incorporating pupil achievement objectives for disadvantaged pupils into performance management appraisals
- Heads of year working alongside student support services manager to monitor attendance
- Deploying the Local Authority Attendance Officer to specific cases to support improvements in attendance
- Providing additional access to the in-house Counselling Service

In particular pupils will have access to:

- Small group intervention for literacy and numeracy in Years 7 -9
- Targeted 1 to 1 support in Years 10/11
- Paired reading
- Teaching Assistant Support
- Sounds Training – Reading
- Sounds Training Website/Staff CPD to support reading improvement
- Academic Monitoring
- Year 6 Transition
- School Counsellor
- Screening and strategy support
- Summer School
- Units of sound

## **4.0 Barriers Faced by Disadvantaged Pupils**

### **Barriers**

The main barriers faced by disadvantaged pupils are:

- Low aspirations
- Low academic starting point
- Lack of confidence
- Low self-esteem
- Poor social and emotional support networks
- Intergenerational underachievement
- Poor attendance
- Poor behaviour

## **5.0 Funding Allocation**



### **Pupil Premium Funding Allocation 2015-2017**

|  |  | <b>2016-2017</b> | <b>2015-2016</b> |
|--|--|------------------|------------------|
| Pupil Premium Funding Received                     |  | £268,000         | £271,071         |
| Additional teacher in English                      | Smaller class sizes in Years 10 and 11 and small group interventions during tutor time and English lessons   | £30,500          | £39,500          |
| Additional teacher in Mathematics                  | Smaller class sizes in Years 10 and 11 and small group interventions during tutor time and mathematics lessons   | £15,250          | £15,250          |
| Small group intervention for literacy and numeracy | Small group targeted Literacy and Numeracy early intervention in Years 7, 8 and 9 and department focused in-class support in core subjects                         | £59,200          | £57,900          |
| Targeted small group support in Years 10 and 11    | Focused Progress 8 Support for individuals in Upper School Office addressing individual subject needs  | £20,400          | £19,900          |
| Paired reading                                     | Teaching Assistants and Volunteer Readers provide individual reading practice and support during tutor times each day, including library resources to support this | £6,000           | £6,000           |
| TA Support   | General TA support for lessons outside the core subjects   | £18,500          | £18,500          |
| Reading Challenge                                  | Reading programme to support the literacy skills of all Year 7 students  | £10,200          | £10,000          |
| School Counsellor                                  | Professionally qualified counsellor offering individual advice and support to students on an individual basis using a referral system                              | £10,800          | £10,500          |
| Pastoral Support                                   | Supports students in their personal organisation and self-discipline to ensure they are prepared for and actively engaged in lessons                               | £19,450          | £19,100          |
| Alternative Curriculum Provision                   | Students are withdrawn from some lessons to complete work in a more focused way without the distractions of the whole class.                                       | £4,500           | £6,600           |
| Attendance Monitoring, Intervention and Visits     | Home visits carried out by academy staff to ensure that all families, including the hard to reach, are contacted and communication is regular                      | £15,250          | £14,900          |
| Staff CPD to support reading improvement           | Training on Reading Challenge to maximise impact   | £2,000           | £2,000           |
| Academic Mentoring                                 | Lower school target monitoring, tutor mentoring and Upper School allocation of targeted students to key members of staff   | £8,500           | £8,000           |
| Year 6 Transition                                  | Year 6 Vulnerable Group Transition Day   | £4,500           | £4,500           |

|                      |  |                 |                 |
|----------------------|--|-----------------|-----------------|
| Staff Training       | Specific CPD for staff on aspects of teaching and learning.  | £8,000          | £8,000          |
| Department Resources | Funds released to departments to develop resources   | £42,500         | £40,000         |
| Software             | Additional software licences to support teaching and learning, including Show My Homework to engage parents in supporting their children with homework | £4,000          | £4,000          |
| Winchmore Tutors     | Tutors engaged to support specific LA children in care   | £670            | £670            |
|                      |  |                 |                 |
|                      | <b>TOTAL SPENT</b>   | <b>£280,220</b> | <b>£285,320</b> |

### 5.1 Impact Upper School

|                      | Pupil Premium | Other Pupils | GAP   | Pupil Premium | Other Pupils | GAP   | Pupil Premium | Other Pupils | GAP   |
|----------------------|---------------|--------------|-------|---------------|--------------|-------|---------------|--------------|-------|
|                      | 2014- 2015    |              |       | 2015 - 2016   |              |       | 2016 -2017    |              |       |
| Number of Pupils     | 65            | 108          |       | 52            | 106          |       | 56            | 96           |       |
| Percentage of pupils | 38%           | 62%          |       | 33%           | 67%          |       | 37%           | 63%          |       |
| Progress 8           | -0.10         | 0.03         | -0.13 | -0.33         | -0.05        | -0.28 | -0.06         | -0.02        | -0.04 |
| Attainment 8         |               | 42.39        |       | 38.96         | 45.22        | -6.26 | 36.57         | 39.35        | -2.78 |

### 5.2 Current Year 10 Predictions

|                      | Pupil Premium           | Other Pupils | GAP   |
|----------------------|-------------------------|--------------|-------|
|                      | 2017 – 2018 (Predicted) |              |       |
| Number of Pupils     | 51                      | 99           |       |
| Percentage of pupils | 34%                     | 66%          |       |
| Progress 8           | 0.25                    | 0.33         | -0.08 |
| Attainment 8         | 42.61                   | 42.18        | -0.43 |

### 5.3 Lower School

Year 8 Performance demonstrates the impact of early intervention as gaps are small.

|   | Pupil Premium          | Other Pupils | GAP   |
|---|------------------------|--------------|-------|
|   | 2019 -2020 (Predicted) |              |       |
| Number of Pupils  | 60                     | 188          |       |
| Percentage of pupils  | 32%                    | 68%          |       |
| Percentage of pupils on target to make expected progress in English | 83%                    | 83%          | 0%    |
| Percentage of pupils on target to make expected progress in Maths   | 88%                    | 87%          | 1%    |
| Progress 5 Score  | -0.17                  | -0.08        | -0.09 |

\*5% Represents 3 students

\*\*Progress 5 calculates the average progress of pupils in English Mathematics, science Geography and history. A gap of 0.09 represents one third of a sub level across all 5 subjects which is very small.

## **6.0 Reporting**

It will be the responsibility of the Assistant Headteacher to produce a reports for the Governing Body as an attachment to the Headteacher's Report to include:

- The progress made towards narrowing the gap for socially disadvantaged pupils
- An outline of the provision that was made during the term since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- Details of impact will be included on the school website

The Governing Body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged pupils, in conjunction with the revised schools' league tables.

The Governors will ensure that there is a statement to the parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

### **6.1 Success Criteria**

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental pupil school support, including effective transition.
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole-school approach
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners

## **7.0 Pupil Premium Strategy 2016-17**

### **7.1 Aim**

To ensure pupil premium funds are spent in a targeted way, ensuring that pupils receive the opportunity for additional support and access to all learning opportunities within the Academy.

### **7.2 Outcome**

To increase the % of disadvantaged pupils meeting or exceeding their target grade

To continue to close the GAP

To increase the attendance of disadvantaged pupils

To ensure that 100% of disadvantaged pupils are in education, employment or training

To create smaller sets in upper school English, Mathematics and Science

### **7.3 Funding**

The Abbey School will receive **£280,220** for the academic year 2016-17. The funds will be used broadly as outlined in section 3.0 and 4.0.

### **7.4 Review**

The strategy will be reviewed on a half-termly basis by the Assistant Headteacher, Mrs G A Parsons