



*Where amazing children do amazing things!*

**Pupil Premium Predicted Spend**

**2018-2019**

***Closing the Gap between  
Disadvantaged Pupils and Others***

## Introduction

The Pupil Premium is designed to ensure that funding to tackle disadvantaged students reaches those who need it most and has a positive impact upon narrowing the outcome gaps. The funding is allocated to Local Authorities and schools with students from Early Years to Year 11 who are looked after, have parents currently in the Armed Forces or are eligible for free school meals (FSM), including those eligible for FSM at any point in their childhood.

The attainment gap between students from deprived backgrounds and their more affluent peers is well documented through all stages of education. After prior attainment, poverty is the single most important factor in predicting a child's future life chances. Even the highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by the end of the Key Stage 1 (KS1) and the likelihood of a pupil eligible for FSM achieving the expected levels of progress are one third those of non-FSM student. The gap continues to widen through secondary education and persists into higher education. The Government therefore believes that making additional funds available to schools will give the poorest children who achieve less well a better start in life.

The Government does not prescribe how pupil premium should be spent, believing that schools are in the best position to decide- on the basis of available evidence of what works well elsewhere- the appropriate strategies in their particular circumstances. This report highlights how the funding has been used and the impact that this has had, as well as highlighting what plans are in place for future spending.

## Estimated Pupil Premium Grant Income 18/19

Based on the January 2018 Census, from a cohort of 219 students, the following grant is expected to be received during the year:

- Ever 6 = 115 x £935 = £107,525
- Service = 1 x £300 = £300
- Adopted from Care = 9 x £2,300 = £20,700
- **Total DfE income = £128,525**

In addition to the above, income will be received from the relevant Local Authority Virtual Head Teacher on a term by term basis to support children and young people who are in care (previously known as LAC students). This is expected to be approximately £11,000.

## Principles

All members of staff and the directors accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

The proportion of disadvantaged students, those supported by pupil premium at Abbey Hill Academy is much higher than average.

Leaders and Directors focus consistently on improving outcomes for all students and in particular, disadvantaged students as evidenced by Ofsted in June 2015:

*“From low starting points in Year 7, all groups of students, regardless of their backgrounds, make good progress through Key stage 3 and 4, including English and Mathematics.” Ofsted June 2015*

*“Leaders carefully track students’ progress across the academy. They use this information to good effect to ensure that there are no marked differences in the progress of different groups of students and to ensure equality of opportunity for all.” Ofsted June 2015*

*“Leaders make good use of the pupil premium funding to ensure that disadvantaged students achieve as well as other students. Provision is monitored very carefully and students are given well-targeted extra support to help them improve their skills, particularly in reading. Consequently, there are no gaps between their achievement and that of other students.” Ofsted June 2015*

### Identifying the barriers to learning for pupil premium students

Through careful analysis of academic and pastoral data students who might be underachieving are identified.

The following academic data is analysed to look for areas where eligible students are achieving less than their peers:

- Reading
- Writing
- Numeracy

As Abbey Hill Academy exists for students with a range of special needs the data on engagement is also analysed. This includes:

- Boxall Profiles
- Attendance
- Records of detentions/ sanctions
- Records of exclusions
- Advice from professionals such as Occupational Therapists, Speech and Language Therapists and Educational Psychologists etc.

The use of achievement data is also used to check the impact of intervention programmes and adjustments are made accordingly.

### Pupil Premium Strategies

Following the analysis of data, senior leaders consider how best to support the students eligible for pupil premium funding.

In previous years pupil premium funding has been used in the following ways:

- Facilitating students' access to education
  - Specialist Teaching Assistants for supporting emotional needs
  - Introduction of Stepping Stones – nurture provision
- Facilitating students' access to broader curriculum opportunities
  - Residential Trips
  - Pantomime
  - Trips subsidised for identified pupil premium students
  - After School Clubs/Saturday Club
- Additional teaching and learning opportunities
  - Dyslexic interventions
  - Numeracy clubs
- Alternative support and intervention
  - Therapeutic approaches from own staff
  - TAMHs
  - Employing an Occupational Therapist for 1 day a week to improve learning environments and to set up training programmes for staff
  - Employing a part time Speech and Language therapist to work with pupils who need support

### 2017-2018

(Results as reported in Abbey Hill's Progress and Achievement Report July 2017)

#### **Key Stage 3**

##### Looked After Children

75% of Looked After Children (LAC) made at least the same progress as their peers in most subject areas.

Cohort = 4 (8%)

##### Disadvantaged students

100% of disadvantaged students made at least the same progress as their peers in many aspects of their learning.

Cohort = 31 (65%)

61% of the cohort made good or outstanding progress in maths. This indicates that our disadvantaged children did not always make the same progress as their peers in maths.

94% of the cohort made good or outstanding progress in reading, 94% in writing and 97% in spoken language. Again this indicates that our disadvantaged children do as well, if not better than their peers at Abbey Hill Academy.

#### **Key Stage 4**

##### Looked After Children

100% of Looked After Children (LAC) made at least the same progress and in many aspects of learning better progress than peers.

Cohort = 6 (13%)

83% of LAC made good progress in maths with 17% of those making outstanding progress. This indicates that our LAC children do as well as their peers at Abbey Hill Academy in maths.

83% of LAC made good progress in science which is in line with their peers.

83% of LAC made good progress in English. This indicates that LAC made better progress than their peers in English.

100% of LAC made good progress in ICT with 33% of those making outstanding progress. This indicates that LAC made better progress than their peers in ICT.

100% of LAC made good progress in PE. This indicates that LAC made better progress than their peers in PE.

##### Disadvantaged students

100% of disadvantaged students made at least the same progress and in many aspects of learning better progress than peers.

Cohort = 26 (57%)

85% of the cohort made good progress with 8% of those making outstanding progress in English. This indicates that our disadvantaged students made better progress than their peers in English.

100% of the cohort made good progress with 33% of those making outstanding progress in maths. This tells us that disadvantaged children were more successful in maths.

96% of the cohort made good progress in science with 19% of those making outstanding progress which is in line with their peers.

100% of the cohort made good progress in ICT with 46% of those making outstanding progress. This indicates that our disadvantaged students made better progress than their peers in ICT.

92% of the cohort made good progress in PE with 12% of those making outstanding progress. This tells us that disadvantaged children were more successful in PE than their peers.

### 2018-2019 Intentions

NFERS' report 'What are the most effective ways to support disadvantaged pupils' achievement?' sets out the seven building blocks that are common in schools that are more successful in raising disadvantaged pupils' attainment:

The seven building blocks are reflected in the Academy Improvement Plan for 2018-2019:

<b>Building block</b>	<b>Target from Academy Improvement Plan</b>
<b>1. Whole School ethos of attainment for all</b>	<ul style="list-style-type: none"> <li>All students to make at least good progress through sustained, outstanding leadership</li> </ul>
<b>2. Addressing behaviour and attendance</b>	<ul style="list-style-type: none"> <li>To ensure students' learning potential is maximised through good attendance</li> </ul>
<b>3. High Quality Teaching for all</b>	<ul style="list-style-type: none"> <li>To increase the proportion of outstanding teaching and learning throughout the academy by 10% (60% to 66%)</li> <li>100% of students make expected progress from starting points including those from disadvantaged groups</li> </ul>
<b>4. Meeting individual learning needs</b>	<ul style="list-style-type: none"> <li>To ensure that our curriculum is both inspiring and personalised to meet the needs of our students and community.</li> <li>To develop an inspiring and personalised 'Abbey Hill' curriculum that is based on our heart, head and hand principles</li> <li>For all staff to have a greater understanding of the needs of students with attachment difficulties</li> </ul>
<b>5. Deploying staff effectively</b>	<ul style="list-style-type: none"> <li>For all staff to have a greater understanding of the needs of students with attachment difficulties</li> <li>Create and maintain a positive and safe school climate where effective learning can take place and all students grow socially, emotionally and academically</li> </ul>
<b>6. Data driven and responding to evidence</b>	<ul style="list-style-type: none"> <li>To continue to raise standards, attainment and progress in maths, particularly for Key Stage 3 disadvantaged</li> <li>100% of students make expected progress from starting points including those from disadvantaged groups</li> </ul>

<b>7. Clear, responsive leadership</b>	<ul style="list-style-type: none"> <li>• To promote and support students to demonstrate a high standard of behavior</li> <li>• SMART targets are used in EHCPs to ensure that students are meeting their long term outcomes</li> </ul>

In order to secure progress towards the targets identified in the Academy Improvement Plan, professional learning opportunities involve all staff, including teaching and support staff.

Strategies to meet the identified targets will include:

<b>Target</b>	<b>Action</b>	<b>Predicted impact</b>
<b>Whole School ethos of attainment for all</b>	<ul style="list-style-type: none"> <li>• Subsidise enrichment experiences, including access to Saturday Club</li> <li>• Homework initiative linked to reward scheme</li> <li>• Assessment tool, B-Squared V4 to monitor and track student progress and achievement</li> <li>• Structured conversations during EHCP Annual Review meetings</li> <li>• IEPs/Termly Reports</li> <li>• Interventions packages</li> <li>• Broader curriculum opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency by all staff</li> <li>• Increased academic progress through each key stage</li> <li>• Development of pupils' attitudes and behaviour</li> <li>• Development of general expectations within the positive ethos of the Academy</li> <li>• Increased access to enrichment activities to support learning</li> <li>• Homework is clear and has a purpose</li> <li>• Assessment tool will support leaders, teachers and support staff in identifying next steps</li> </ul>
<b>Addressing behaviour and attendance</b>	<ul style="list-style-type: none"> <li>• Provide bespoke counselling type therapies</li> <li>• Provide access to TAMHs</li> <li>• Employ the skills of the speech and language therapists to assist individual pupils</li> <li>• Provide access to specialist provisions such as Daisy Chain</li> <li>• Provide access to the behaviour clinic/Alliance Services</li> <li>• Student voice initiatives led by student council</li> </ul>	<ul style="list-style-type: none"> <li>• Individual students will have access to therapeutic support to support their emotional wellbeing thus improving their ability to access learning opportunities</li> <li>• Incidents of poor behaviour will decrease</li> <li>• Attendance figures will increase positively</li> <li>• Individual students will access appropriate environments within school and have access to support from lead professionals</li> </ul>

<p><b>High Quality Teaching for all</b></p>	<ul style="list-style-type: none"> <li>• Deploy core subject technicians'/support assistants to specifically support children attracting pupil premium monies in either literacy or numeracy according to their individual targets</li> <li>• Provide Booster classes for the gifted and talented in literacy and numeracy</li> <li>• Support from SALT</li> <li>• Provide a broad and balanced curriculum</li> <li>• Resources recommended by the Occupational Therapist</li> <li>• Extended school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for 1:1 or small group teaching will increase</li> <li>• Students' rate of progress will increase and overall attainment at the end of each Key stage will continue to rise.</li> <li>• Disadvantaged students will perform the same if not better than their peers.</li> </ul>
<p><b>Meeting individual learning needs</b></p>	<ul style="list-style-type: none"> <li>• Employ a speech and language therapist and part time occupational therapist to improve access to education for all children but particularly those with complex needs or sensory difficulties</li> <li>• Access to a lead TA for physiotherapy</li> <li>• Purchase specific resources (e.g. speech to text software)</li> <li>• Staff training</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from lead professionals will inform student profiles and in turn ensure that teachers and support staff plan to meet the individual needs of students, using the appropriate strategies and resources</li> </ul>
<p><b>Deploying staff effectively</b></p>	<ul style="list-style-type: none"> <li>• Employ trained teaching assistant to specifically support children attracting pupil premium monies in either literacy or numeracy according to their individual targets</li> <li>• Team of lead professionals inform classroom practices</li> </ul>	<ul style="list-style-type: none"> <li>• Support will be high quality and increased numbers of students will meet or exceed targets in literacy and numeracy</li> </ul>
<p><b>Data driven and responding to evidence</b></p>	<ul style="list-style-type: none"> <li>• Subscribe to B-Squared V4 to monitor and track student progress and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching is precise and meets identified/assessed needs</li> <li>• Differentiation occurs in the support and interventions not only the content</li> <li>• Effective questioning and scaffolding</li> <li>• Higher attainers challenged through more demanding questions and tasks</li> </ul>



		<ul style="list-style-type: none"> <li>• Formative assessment is central</li> <li>• Students work hard and are productive</li> <li>• Evidence that students have made progress over time</li> <li>• Teachers have excellent subject knowledge</li> <li>• Reduction in the percentage of students not meeting expected end of year targets</li> </ul>
<b>Clear, responsive leadership</b>	<ul style="list-style-type: none"> <li>• Data to be scrutinised on a termly basis and inform practice and access to intervention programmes</li> <li>• Incentives for improvements in attendance</li> <li>• Support and challenge of poor attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Students eligible for Pupil premium make progress that is in line with other students in the school or rapidly approaching it</li> <li>• Groups/students at risk of underperforming and those who need to have greater challenge are identified quickly and receive effective support</li> </ul>

**Breakdown of costs based upon proposed use of Pupil Premium for 2018-2019**

Education Support Staff (1.5FTE)	£35,000
Bought-in professional services (O.T. & TaHMS)	£26,000
Speech & Language Therapist	£27,000
Educational Psychologist	£26,000
Saturday clubs / enrichment activities	£6,000
Specialist resources & contribution to trips	£8,525
<b>TOTAL</b>	<b>£128,525</b>