



Where amazing children do amazing things!

Pupil Premium Report

2017-2018

***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 or 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.

In 2017-2018 we received £146,588 Pupil Premium funding (including LAC Pupil Premium from a number of Local Authorities) compared to £152,334 in 2016-2017. This was mainly due to a minor reduction in 'ever 6' students from 118 to 115.

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 the 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

2015-2016

(Results as reported in Abbey Hill's Progress and Achievement Report July 2016)

Key stage 3:

- 100% of Pupil Premium students made at least the same progress as their peers.
- Cohort = 27 (57%)
- 74% of the cohort made good or outstanding progress in maths.
- 96% of the cohort made good or outstanding progress in English.

Key stage 4:

- When compared with non-pupil premium our pupil premium students underperformed slightly, especially in English.
- Cohort = 24 (57%)
- 63% of this cohort made good or outstanding progress in all core subject areas.
- 78% of the cohort made good or outstanding progress in maths.
- 70% of the cohort made good or outstanding progress in English.
- 3 students in this cohort did not meet the expected target in maths. 10 students in this cohort did not make the expected progress in English.
- 100% of students in this cohort met or exceeded targets set in science, making good or better progress.

2016-2017

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

Key Stage 3:

Looked After Children

100% of Looked After Children (LAC) made at least the same progress as their peers.

Cohort = 1

This student has made good progress in all core areas of learning.

Disadvantaged students

100% of disadvantaged students made at least the same progress as their peers.

Cohort = 26 (68%)

87% of the cohort made good or outstanding progress in maths. This indicates that our disadvantaged children made better progress than their peers in maths.

82% of the cohort made good or outstanding progress in reading, 90% in writing and 93% 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 as their peers and in many aspects of learning better progress than peers.

Cohort = 4

100% of LAC made good progress in maths with 50% making outstanding progress.

100% of LAC made good progress in science with 25% making outstanding progress.

75% of LAC made good progress in English with 25% making outstanding progress.

100% of LAC made good progress in ICT.

Disadvantaged students

100% of disadvantaged students made at least the same progress as their peers.

Cohort = 29 (55%)

93% of the cohort made good or outstanding progress in English. This indicates that disadvantaged children made better progress than their peers in English.

100% of the cohort made good or outstanding progress in maths which is in-line with peers. When we look deeper into the numbers of students who made outstanding progress in maths, we see that

48% of disadvantaged students exceeded targets in comparison to 34% of the whole cohort. This tells us that disadvantaged children were more successful in maths.

In 2017/2018 the funding was used in the following ways:

The 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 were reflected in the Academy Improvement Plan for 2017-2018:

Building block	Target from Academy Improvement Plan
1. Whole School ethos of attainment for all	<ul style="list-style-type: none"> • Clear vision and common purpose • Leaders promote high expectations and use rigorous systems to drive improvement. • The attainment of students at the end of key stage 3 compared with Key stage 2 demonstrates a good level of development, particularly in terms of how well students are prepared for key stage 4.
2. Addressing behaviour and attendance	<ul style="list-style-type: none"> • Narrow the gap between Abbey Hill attendance and mainstream national average • Student voice is to be paramount in all that we do. Pupils report they are satisfied with the support from staff via Student Voice
3. High Quality Teaching for all	<ul style="list-style-type: none"> • A broad and balanced curriculum, with high expectations for attainment across all subjects. • Learning that is promoted through well organised classrooms and learning environments which allow students to develop their knowledge, understanding and skills across the Curriculum, and encourages independence, problem solving and contextualisation of learning. • Teaching and assessment, support and challenge learners. • All students will progress well from their individual starting points and according to their individual needs.
4. Meeting individual learning needs	<ul style="list-style-type: none"> • A team of staff with strands of expertise. • A homework system that is clear and has a purpose. • Staff are aware of the vulnerabilities of students and have a good understanding about the risks they might face.

	<ul style="list-style-type: none"> All students will progress well according to their different starting points and according to their individual needs
5. Deploying staff effectively	<ul style="list-style-type: none"> Develop the role of the Teaching Assistant to give specific responsibility for key areas Teaching assistants are Personal Education Coordinators whose role it is to ensure students can access learning.
6. Data driven and responding to evidence	<ul style="list-style-type: none"> Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers. <i>A system that parents and other professionals can understand.</i> Narrow the gap between HSAT school attendance and mainstream national average (HSAT Target) The attainment of students at the end of Key Stage 3 compared with Key stage 2 demonstrates a good level of development, particularly in terms of how well students are prepared for key stage 4. Outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics.
7. Clear, responsive leadership	<ul style="list-style-type: none"> Clear vision and common purpose Student voice to be paramount in all that we do. Empower leadership at all levels to ensure success is celebrated and staff underperformance is challenged appropriately

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

Breakdown of costs based upon the use of Pupil Premium for 2017-2018

PROJECTS	SPEND	IMPACT OF PROJECTS
<i>Teaching and Learning</i>		
Interventions packages	£39,000	<ul style="list-style-type: none"> 2 specialist Teaching Assistant within the English and Maths department, deliver weekly interventions to small groups/individuals. A Maths booster sessions were provided for 18 disadvantaged students.

		<ul style="list-style-type: none"> ○ Additional in class support has been available to classes with high ratio of disadvantaged students ○ Observations showed students making good progress and increased confidence. ○ My Maths £315 to support numeracy at home as part of home learning package ○ Lexia and Reading Egg reading packages to support individual reading targets and progress ○ Espresso £246 to support all curriculum areas for Semi-formal and KS3 students ○ Doodle Maths £537 to support in-school targeted interventions within maths lessons <p>Key Stage 3:</p> <ul style="list-style-type: none"> ○ 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. <p>Key Stage 4</p> <ul style="list-style-type: none"> ○ 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
--	--	---

		<p>better progress than their peers in English.</p> <ul style="list-style-type: none"> ○ 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.
Broader curriculum opportunities	£2,000	<ul style="list-style-type: none"> ○ Students accessed personal tuition for climbing wall activities (£400) as part of Adventure Option designed to enhance confidence and self-esteem ○ 7 students subsidised to attend Peat Rigg Trip £188 per person (£1,316) ○ Individual gardening project £100 ○ Individual biking project ○ Literacy enrichment opportunity to Beamish (£18 per student) ○ Support for 'Adventure' opportunities as part of English curriculum ○ Weekly Environmental Outings for Semi-Formal curriculum (34 disadvantaged)

Pupil Voice Initiative led by the student council	£1,000	<ul style="list-style-type: none"> ○ Increased opportunities for students to be involved in whole school planning and procedures ○ Listening to the voices of the students raises their self-esteem, develops their leadership skills and helps them value learning (both in school and beyond) ○ Ideas included a weekly prize for most effective house team. ○ Rewards display board
Resources recommended by OT	£1,400	<ul style="list-style-type: none"> ○ Accurate and up to date information regarding the effective use of resources has aided teacher planning and differentiation ○ Equipment has supported individuals to maximise their independence and learning ○ All students with a diagnosis of Autism have been assessed by the OT and have a personalised programme of support. ○ Resources to support SCERTS approach (development of zones of regulation, therapy balls, jars, bean bags, communication aids etc., rocking chairs)
Extended School activities	£9,000	<ul style="list-style-type: none"> ○ Increased number of activities after school and at weekends to support individual students and their families ○ 27 PP students have accessed breakfast club (43 in total) ○ 36 PP students have accessed Saturday club and/ or after school clubs (55 in total)
<i>Achievement & Outcomes</i>		
Specialist resources	£8,828	<ul style="list-style-type: none"> ○ Annual fee for online assessment tool B-Squared V4 to monitor and track student progress and achievement ○ Twinkl resources £874.50 ○ Teaching is precise and meets identified/assessed needs ○ Differentiation occurs in the support and interventions not only the content

		<ul style="list-style-type: none"> ○ Effective questioning and scaffolding ○ Higher attainers challenged through more demanding questions and tasks ○ Formative assessment is central ○ Students work hard and are productive ○ Evidence that students have made progress over time-100% of disadvantaged & LAC to made at least the same progress as peers ○ Teachers have excellent subject knowledge ○ Reduction in the percentage of students not meeting expected end of year targets ○ Specific resources to support VI students including sound buttons. (£60)
<i>Personal Development, Behaviour and Welfare</i>		
<p>Staff for therapeutic approaches/pastoral interventions</p> <ul style="list-style-type: none"> ○ Alternative support and intervention ○ Access to TAMHS ○ Employment of SALT ○ OT ○ Physio (in house) ○ Educational Psychologist 	<p>£5,000 £14,000 £20,000 £15,000 £20,000</p>	<ul style="list-style-type: none"> ○ 13PP students have accessed TAMHS ○ 15 disadvantaged students have been referred for SALT assessment (44 on caseload) ○ SALT small group support given twice weekly- 17 PP students included (6DH, 6VL, 5JY, 5VB) ○ 21 disadvantaged students have been referred for OT assessment (32 students in total) ○ Review meetings with teaching ○ Individual e-safety sessions and support staff regarding effective methods ○ 12 PP students continue to access in-house additional Physio sessions
<p>Incentives for improvement in attendance</p>	<p>£100 £2,000</p>	<ul style="list-style-type: none"> ○ Funding provided to support individual rewards as part of Attendance plans ○ Increased rates of attendance for individual students ○ VP for Attendance delivered weekly home tuition to 2 students with poor attendance ○ SNA delivered tuition to 2 students at home with ill health

<p>Opportunities for physical development</p>	<p>£9,260</p>	<ul style="list-style-type: none"> ○ Swimming-based activities to develop muscle tone and provide therapeutic opportunities for ASD students (6VL, 6DH, 5JY, 11JO, 5AC) £1,480 ○ Soft-play activities following OT, Physio and EHCP targets £780 ○ 19 PP students have accessed Rebound Therapy (41 in total) ○ £7,000 towards the purchase of playground equipment, linked to both OT and Physio reports suggesting students require further opportunities to develop muscle tone, gross motor skills and support sensory needs (zones of regulation) as well as linked to student voice requests for additional equipment.
---	---------------	--

Total Expenditure: £ 146,588

2017-2018 Results as reported in Abbey Hill Academy's

Progress and Achievement Report September 2018

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.