

## ACADEMY COUNCIL

### PUPIL PREMIUM –EXPENDITURE AND IMPACT REPORT 2019/2020

#### ABBAY HILL ACADEMY

PROJECT	EXPENDITURE	IMPACT																																				
<b>Quality of Education</b>																																						
Targeted students (EL3+) to achieve Level 1 accreditation in Maths	Specialist SNA in KS4 £4,100	<p>All students in the target group (EL3+) who were at risk of underperforming made rapid and sustained progress, accessing work at a Level 1 standard.</p> <p>5 students in total were targeted Level 1 in maths. All 5 students were PP. 1 student achieved E3. 2 students achieved Level 1 and 2 students achieved Level 2.</p>																																				
Targeted support packages are in place to support students' academic progress in English and Maths	<p>Specialist English and Maths SNAs</p> <p>Resources for home learning packs</p> <p>£21,900</p>	<p>Bespoke support for those students not making expected progress in English and Maths, ensured all students met predicted targets by the end of the academic year.</p> <p>Resources were researched and purchased according to identified student need.</p> <p>English</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>%Met target PP</th> <th>%Met target Non - PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>8</td> <td>69</td> <td>70</td> </tr> <tr> <td>9</td> <td>78</td> <td>67</td> </tr> <tr> <td>10</td> <td>86</td> <td>77</td> </tr> <tr> <td>11</td> <td>89</td> <td>87</td> </tr> </tbody> </table> <p>In English PP students performed in line with non PP students.</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>%Met target PP</th> <th>%Met target Non - PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>8</td> <td>69</td> <td>50</td> </tr> <tr> <td>9</td> <td>49</td> <td>45</td> </tr> <tr> <td>10</td> <td>48</td> <td>48</td> </tr> <tr> <td>11</td> <td>85</td> <td>93</td> </tr> </tbody> </table> <p>In maths, PP students performed in line with non-PP students.</p> <p>All students received home learning packs every 4 weeks with both paper-based and online-based resources as well as stationary to complete tasks (see Distance-Learning Impact Report)</p>	Year group	%Met target PP	%Met target Non - PP	7	N/A	N/A	8	69	70	9	78	67	10	86	77	11	89	87	Year group	%Met target PP	%Met target Non - PP	7	N/A	N/A	8	69	50	9	49	45	10	48	48	11	85	93
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Establish a rigorous and sequential approach to the reading curriculum which will develop students' fluency, confidence and enjoyment in reading	£300 (specific resources and training purchased from Y7 Catch-up funding)	All staff are trained in the delivery of phonics. Specific staff received focused training to ensure high quality teaching in the semi-formal curriculum (6MA, 6SO, 5JY, and 5SO). Students increased their phonological awareness and consequently improved their reading and spelling ability.
Specialist resources will be purchased to ensure teachers maximise learning experiences for all students	£1500 BSquared  £800 Twinkl  £1400 books and classroom resources  £136 TT Rockstars	Resources were prepared and purchased based on research and/or recommendations from lead professionals i.e. PECs books and SaLT support. Assessment package was purchased and staff are trained in its use. Data has been inputted, reviewed and support put in place for groups of students/ individuals accordingly. Resources have been researched and purchased specifically for students working pre- year 1 expectations. Topic boxes have been set up to ensure students have access to high quality resources which allow students on the semi-formal curriculum to access to practical, memorable experiences which link learning together as referenced on students' Next Steps goals. Students working at Y3 expectations or above have ongoing opportunity to develop their multiplication knowledge. Twinkl resources have supported teacher planning and preparation. Resources have been linked to formal and semi-formal curriculum development.
	Total £30,136	
<b>Behaviour and Attitudes</b>		
Pupil Voice	£500	Increased opportunities for students to be involved in whole school planning and procedures. Students' self-esteem, communication and leadership skills have improved through providing opportunities and resources for both themselves and their peers i.e. development of 'Rainbow Room' and playground improvements.
Offer OT assessments for students with sensory needs.	£9,764	All students in Y7 with ASD and sensory processing issues have been assessed by an Occupational Therapist, an individual OT plan has been put in place and acted upon accordingly. All students with an existing OT plan have had their plan reviewed at least annually and resources purchased accordingly.



