

## Pupil Premium Plan

1. Summary information					
School	Abbey Hill Academy				
Academic year	2019-2020	Pupil Premium Grant (PPG) received per pupil	£935 (LAC/ Adopted £2300)	Indicative PPG as advised in School Budget Statement	£126,655
Total number of pupils	226	Number of pupils eligible for PPG	126	Actual PPG budget	£
2. Summary of the PPG					

The Pupil Premium Grant 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.

### 3. Key priorities

#### OUR VISION

- *An academy, where amazing children do amazing things!*

#### OUR VITALS

- Every child will receive a high quality education and level of care through a culture of positive attitudes, high expectation and aspiration.

#### OUR VALUES

- **Responsive** - Responding to changing contexts, the needs of individuals, families and communities (**R**esponsive curriculum and pastoral care)
- **Autonomous** - Encouraging collaboration and embracing diversity. (**A**spirations for all)
- **Inclusive** - Supporting the individual needs of our children and young people and developing our staff. (**I**nclusive approaches)
- **Successful** - Being ambitious for our children and young people and enabling our professionals to achieve the best possible outcomes. (**S**uccessful outcomes)
- **Empowering** - Having the confidence to do more and to do it better (**E**mpowered children and young people)

Following analysis of our assessment data, our key priorities are:

(\*Areas linked to previous PP expenditure analysis are highlighted in blue)

- To provide personalised learning packages for all students
- To challenge our most able students in Maths to gain Level 1 accreditations
- To improve our assessment and tracking systems to establish a rigorous and sequential approach to the reading curriculum to develop students' fluency, confidence and enjoyment in reading. [Staff to be trained in use of phonics throughout school, with focus on specific groups of Semi-Formal curriculum phase 1 and 2 phonics and phase 3-6 phonics in the formal reading and English curriculums](#)
- To review and improve the whole-school therapeutic strategy (OT, Alliance, circle solutions, therapy space etc.). [Embedding of sensory activities within the school day](#)
- To promote and protect positive emotional wellbeing, mental health and social interactions
- To provide specialist expertise, resources and support to other schools with children and young people with Special Educational Needs
- [To enable students to access a formal process for making changes via Student Council.](#)

#### 4. Barriers to future attainment (for pupils eligible for PPG)

The social and economic backgrounds of our students are varied and range from areas of prosperity to those designated as wards with acute social deprivation. The Index of Multiple Deprivation (2015) shows that six of Stockton's wards are within the 10% most deprived wards nationally, with Stockton Town Centre being the most deprived ward in the Borough. All students have an Education, Health and Care plan (EHCP).

There are 306 students on roll. 225 students are aged 11-16. We also cater for 11 students aged 16-19. Students are based in the Stephenson and Walker buildings. In addition, 69 sixth form students are based in the Sheraton Building, a separate building with a separate Principal and team. 12 students are based at our co-located provision within a local mainstream school and are well supported by our staff.

46.9% (106) of students are entitled to free school meals and are performing at least as well as their peers. 7.5% (17) are Looked after Children and are performing at least as well as their peers. The majority of students are of White British heritage. 12% (28) of students are from an ethnic minority background and 8 have a first language other than English. They are performing in line with their peers. There are significantly more boys (61% 138) on roll than girls (39% 88). Data indicates that boys are performing at the same level as the girls.

#### Academic barriers (such as poor oral language skills)

A

- High levels of deprivation, free schools meals and CYPIOC.

B	<ul style="list-style-type: none"> <li>All children have learning difficulties and many have additional health needs. All students have an EHCP.</li> </ul>
Additional barriers (including issues which also require action outside the school such as low attendance rates)	
C	<ul style="list-style-type: none"> <li>There is an increase in students who present with mental health needs who require significant amounts of support in all aspects of their lives.</li> </ul>
D	<ul style="list-style-type: none"> <li>The academy has seen an increase in applications for places at Abbey Hill Academy and there is a limit on the physical capacity we have to meet students' needs.</li> </ul>

5. Planned expenditure

Academic year	2019-2020	Demonstrate how you will use PPG to improve classroom pedagogy, provide targeted support and support whole-school strategies.
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Quality of teaching for all

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<b>Targeted students (EL3+) to achieve Level 1 accreditation in Maths</b>	All students in the target group (EL3+) who are currently at risk of underperforming will make rapid and sustained progress, accessing work at a Level 1 standard.	Review of academic data 2018-2019	VP A&O Head of Maths	Termly alongside data trawls	
<b>Targeted support packages are in place to support students'</b>	Students not making expected progress in English and Maths will be identified and a bespoke	Through termly data trawls students with data highlighted as 'red' or those students who have remained as amber for	VP A&O VP T&L	Termly after each data trawl	

<b>academic progress in English and Maths</b>	<p>support package will be put in place accordingly.</p> <p>Resources will be researched and purchased according to identified student need.</p>	<p>more than one data trawl, will have targeted support put in place to ensure they do not fall behind their peers.</p> <p>Impact from previous pupil premium funding</p>	<p>Heads of English and Maths</p>		
<b>Establish a rigorous and sequential approach to the reading curriculum which will develop students' fluency, confidence and enjoyment in reading</b>	<p>All staff to be trained in the delivery of phonics. Specific staff to receive focused training in their particular area of working.</p> <p>Students will increase their phonological awareness and consequently improve their reading and spelling ability.</p>	<p>WRAT test results</p> <p>Students' progression through the school reading structure</p>	<p>VP A&amp;O</p> <p>VP T&amp;L</p> <p>PL lead</p> <p>Head of English</p>	<p>Termly after each data trawl</p> <p>Half termly learning walks during reading time</p>	

<p><b>Specialist resources will be purchased to ensure teachers maximise learning experiences for all students</b></p>	<p>Resources will be prepared and purchased based on research and/or recommendations from lead professionals.</p> <p>Teachers and support staff will aim to make evidence-informed choices in terms of effect upon progress made by the student overall.</p> <p>Assessment package is purchased and staff are trained in its use. Data is inputted, reviewed and support put in place for groups of students/ individuals accordingly.</p> <p>Resources are researched and purchased specifically for students working pre- year expectations</p>	<p>Impact from previous pupil premium funding</p> <p>Evidence from QA procedures</p>	<p>VP for A&amp;O</p> <p>VP T&amp;L</p>	<p>Reviewed as part of quality assurance processes each term.</p>	
<p>Anticipated expenditure</p>	<p>£30,000</p>				

Targeted support

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<p><b>Staff for therapeutic approaches/pastoral interventions</b></p> <ul style="list-style-type: none"> <li>○ <b>Alternative support and intervention</b></li> <li>○ <b>Access to TAMHS</b></li> <li>○ <b>Employment of SALT</b></li> <li>○ <b>OT</b></li> <li>○ <b>Physio (in house)</b></li> <li>○ <b>Educational Psychologist</b></li> </ul>	<p>All students will have access to therapeutic services according to their needs.</p> <p>All students with ASD and sensory processing issues will be assessed by an Occupational Therapist and an individual plan to be put in place and acted upon accordingly.</p> <p>Students with mental health concerns are identified and supported in a timely manner.</p>	<p>Impact from previous pupil premium funding has shown positive increases in student wellbeing and therefore engagement in learning and social opportunities</p>	<p>VP PDBW VP T&amp;L SaLT EP</p>	<p>Termly review of provision offered as a whole school</p> <p>Review of individual approaches as programme dictates</p>	
<p>Anticipated expenditure</p>	<p>£75,000</p>				

Other approaches

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
Offer a wide range of broader curriculum opportunities developing students' cultural experiences	<p>Students will access additional opportunities to expand their curriculum experiences.</p> <p>Staff will know and understand the impact their curriculum and experiences has on pupils' knowledge and understanding as well as social development.</p> <p>All students will have the option of breakfast to ensure they are healthy, free from hunger and ready to learn.</p> <p>All students have the opportunity to access enrichment activities, to develop their communication and social skills and spend time with their peers learning new skills.</p> <p>Children are ready to learn.</p> <p>Development of the TGIW curriculum offer to develop students' cultural experiences.</p>	Impact from previous pupil premium funding has shown increased involvement from students in broader learning opportunities both inside and outside of school as well as increased enthusiasm for learning.	VP T&L Cultural Capital co-ordinator	TGIW half-termly review Annual review of broader experiences such as school residential.	

Anticipated expenditure

£20,000

6. Additional detail

Use this section to refer to additional information that you have used to support the sections above.

**This plan will be shared with Directors via the Standards Committee and monitored termly by the academy governors via Academy Council Meetings**



\*Current allocation equates to £125,000

Remaining £1,655 to be allocated based on student needs