

Pupil Premium Report and Impact Statement

The pupil premium report is a statutory document that outlines how much pupil premium grant (PPG) Abbey Hill Academy received and how the grant was spent and used during 2018-2019.

This report is intended to help staff members, governors, external organisations and parents understand how the PPG was spent, and whether the money was used in a way to help eligible pupils make sufficient educational progress and close the attainment gap between themselves and non-disadvantaged pupils.

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 2018-2019 Abbey Hill Academy received £126,665 Pupil Premium funding compared to £154,223 in 2017-2018. This was mainly due to a minor reduction in 'ever 6' students.

Pupil Premium Report

School name:	Abbey Hill Academy		
Academic year:	2018-2019	Total pupil premium budget:	£126,655
Total number of pupils on roll:	214 (Y11-16)	Number of pupils eligible for pupil premium:	128
Date of review:	July 2019	Date of next scheduled review:	July 2020

Quality of Teaching for All

Action	Intended outcome	Impact and Activities	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)	Cost	Staff lead
Intervention packages to support students' academic progress	<p>Students not making expected progress in English and Maths will be identified and a bespoke support package will be put in place accordingly.</p> <p>Resources will be researched and purchased according to identified student need.</p>	<ul style="list-style-type: none"> ○ Teaching and Learning quality assurance activities evidenced that small group and 1:1 interventions have had an impact on student progress. ○ 2 specialist Teaching Assistants within the English and Maths department, delivered weekly interventions to small groups/individuals. ○ Maths booster sessions were provided for 18 disadvantaged students. ○ Additional in class maths support has been made available to classes supporting 67 disadvantaged students ○ English booster sessions were provided for 9 disadvantaged students. ○ Additional in class English support has been made available to classes supporting 24 disadvantaged students 	<p>Phonics intervention was not showing the expected impact. Staff have now attended phonics training (July 2019) and resources purchased to trial new phonics support in September 2019.</p>	£26,616	ABr, RGi, SO'D

		<ul style="list-style-type: none"> ○ Observations showed students making good progress and increased confidence. ○ My Maths £315 to support numeracy at home as part of home learning package, showing increased engagement in the subject. ○ 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 ○ 2 mornings of enhanced tuition package for Y11 student to Sixth Form (for two months) ○ Staffing payment following an intervention to support teaching and learning using TEACCH approach with students with complex ASD. Classroom and systems now set up. Training provided for staff (4 disadvantaged). 			
Literacy development	<p>Teachers will systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.</p> <p>Effective phonic techniques will be embedded in a rich, literacy environment</p>	<ul style="list-style-type: none"> ○ Development of phonic training for staff resulting in improved delivery of interventions ○ Purchase of reading books for all levels of ability to enable targeted intervention and appropriate level of challenge ○ (<i>Toe by Toe, Books from KS3 suggested reading list, Rapid plus scheme, reading passports for tracking student progress</i>) 	<p>The whole school reading programme has been reviewed and a small, core group of staff are trained, however to embed this properly, more staff need to be trained and we need to focus on developing the literacy skills of those students using Phase 3-6 phonics.</p>	£5,734.03	ABr, SO'D

	<p>and will form part of the whole school approach.</p> <p>Teaching will be matched to the individual needs of the students.</p> <p>Staff will be trained in delivering phonics activities to students.</p> <p>Reading resources will be researched, evaluated and purchased.</p>				
Specialist resources	<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</p>	<ul style="list-style-type: none"> ○ Disadvantaged students enjoyed learning resources and have resources to engage in home learning. ○ 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 ○ Effective questioning and scaffolding ○ Higher attainers challenged through more demanding questions and tasks ○ Formative assessment is central ○ Students work hard and are productive ○ Teachers have excellent subject knowledge ○ Reduction in the percentage of students not meeting expected end of year targets 	<p>Staff are all competent in using Bsquared. Students' data is accurately recorded and monitored by MLT. SLT have challenged data accordingly. Support has now been provided to use data in action plans.</p>	£1,466.75	JMc

	<p>students/ individuals accordingly.</p> <p>Resources are researched and purchased specifically for students working pre- year expectations.</p>	<ul style="list-style-type: none"> £346.25 for S-F resources for curriculum development in Literacy and Maths (6DH/6SO) 			
Total spend: £ 33,816.78					

Targeted Support

Action	Intended outcome	Impact and Activities	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
<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>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>	<ul style="list-style-type: none"> All students have had their needs identified and supported accordingly. 27 students have accessed TAMHS with another 2 students referred 22 disadvantaged students have been referred for SALT assessment (54 on caseload) SALT small group support given weekly- 28 PP students included (6DH, 6MA, 5AC, 5JY, 5VB, 5KO) 22 disadvantaged students have been referred for OT assessment in addition to annual review of 14 PP students previously referred Review meetings with teaching Individual e-safety sessions and support staff regarding effective methods 	<p>TAMHS and SaLT assessments and support packages have been successful and continue to support students for as long as needed.</p> <p>OT produce assessments quickly, but follow-up of activities needs to be worked upon to ensure suggested activities are followed up upon. OT support to be reviewed and addressed over academic year 2019-2020</p>	£75,850	MFi, SO'D, DMc, SRo, AHu,

		<ul style="list-style-type: none"> ○ 10 PP students continue to access in-house additional Physio sessions ○ Therapy training for 2 Vice Principals ○ Future Steps OT assessment for 1 student. ○ Sensory space for ASD students to self-regulate and therefore access learning. 			
Incentives for improvement in attendance	<p>Individual student attendance will be improved.</p> <p>Individual packages of support put in place.</p>	<ul style="list-style-type: none"> ○ Attendance and lateness improved and students are focused at the start of the day. ○ Funding provided to support individual rewards as part of Attendance plans ○ Increased rates of attendance for individual students ○ SNA and PSA support off-site tuition and family support for 2 students ○ SNA delivered tuition to 1 student at home with ill health ○ 6AP rewards for improved attendance and achieving academic targets £45 	<p>Improved engagement with families and individuals. Where attendance issues couldn't be resolved, LA attendance officer and social services informed and joint working put in place to resolve issues.</p>	£145	
Total spend:				£ 75,995	

Other Approaches

Action	Intended outcome	Impact and Activities	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
Broader curriculum opportunities	<p>Students will access additional opportunities to expand their curriculum experiences.</p> <p>Staff will know and understand the impact their curriculum and experiences is having on pupils' knowledge and understanding as well as social development.</p>	<ul style="list-style-type: none"> ○ Full inclusivity of disadvantaged students to clubs and visits. All students were/are able to participate. ○ Engagement in activities enriches experiences. ○ Self-esteem and communication develops further. ○ Increased confidence. ○ 2 students subsidised to attend Peat Rigg Trip £190 per person (£380) ○ Literacy enrichment opportunity for World Book Day- link with Drakes Book Shop ○ Weekly Environmental Outings for Semi-Formal curriculum (28 disadvantaged) ○ 6DH curriculum development, Professional Learning £165 and classroom resources £1108.30 (5 disadvantaged) ○ Camera for recording evidence of student development £112 ○ £250 coach hire for academic trip (6JS, 6KP, 7LT) ○ Classroom resources to develop the curriculum offer for PP students. 	<p>Staff asked to identify individuals in most need of additional opportunities. Students' needs in the S-F curriculum are better highlighted by staff. Students in the Formal curriculum need to be highlighted by staff to ensure equal opportunities for all.</p>	2,015.30	SO'D

<p>Pupil voice opportunities</p>	<p>Students will have the opportunity to make suggestions and implement changes they feel are important in school.</p> <p>Students will learn about the value of having their opinions heard.</p> <p>Students will have opportunities to improve their communication and language skills.</p>	<ul style="list-style-type: none"> ○ Increased engagement ○ 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) ○ Rewards display board 	<p>Students to be given a formal process for making changes via Student Council. Teach Student Council reps how to research, purchase resources and implement changes.</p>	<p>£500</p>	<p>BDi</p>
<p>Resources recommended by OT</p>	<p>All students identified as having sensory needs will be referred for an OT assessment.</p> <p>All students with an OT plan will have the appropriate resources purchased.</p> <p>Activities and resources will be planned into daily classroom life and will be available for students as and when required.</p>	<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, beanbags, communication aids etc.) ○ SensoryWorx training programme for 7 staff to develop a programme of self-regulation and preparation for learning £300. 	<p>SensoryWorx training was highly successful and gained very positive feedback. Training to be provided with a wider range of staff.</p> <p>Resources purchased according to student need. Training to be offered to staff to look at ways to embed OT strategies into everyday activities.</p>	<p>£1300</p>	<p>SO'D</p>

<p>Extended School activities</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>	<ul style="list-style-type: none"> ○ Basic needs are met to ensure that children can concentrate. ○ Increased number of activities after school and at weekends to support individual students and their families ○ 35 students have accessed breakfast club ○ 47 PP students have accessed Saturday club and/ or after school clubs 		<p>£10,000</p>	
<p>Opportunities for physical development</p>	<p>All students will have their physical needs met.</p> <p>Activities and targets on physiotherapy plans will be planned for within the curriculum.</p> <p>Students' physiotherapy needs will be met.</p>	<ul style="list-style-type: none"> ○ Swimming-based activities to develop muscle tone and provide therapeutic opportunities for students with complex needs and/ or ASD students (6MA, 6DH, 5JY, 5JO, 5AC) £1480 ○ Soft-play activities following OT, Physio and EHCP targets £780 ○ 28 PP students have accessed Rebound Therapy (45 in total) 		<p>£3,000</p>	
Total spend:				£ 16,815.30	

Impact Statement

KS3 Disadvantaged students

Disadvantaged students at Abbey Hill Academy do as well as their peers across the curriculum.

Cohort = 20 (49% of total cohort)

The main significant differences that need to be addressed/highlighted are:

70% of this cohort met or exceeded targets in maths. This suggests that our disadvantaged students achievement in maths is in line with peers.

100% of the cohort met or exceeded targets in reading, writing and speaking & listening indicating that our disadvantaged children do as well as their peers at Abbey Hill Academy when it comes to literacy and communication.

KS4 Disadvantaged students

100% of disadvantaged students made progress in line with peers

Cohort = 26 (70%)

84% of the cohort made good or outstanding progress in English. This indicates that our disadvantaged students made progress in line with their peers in English.

93% of the cohort made good or outstanding progress in maths. This tells us that disadvantaged children made progress in line with their peers in maths.

100% of the cohort made good or outstanding progress in science, which is in line with their peers.

100% of the cohort made good or outstanding progress in ICT. This indicates that our disadvantaged students made progress in line with their peers in ICT.

77% of the cohort made good or outstanding progress in PE. This tells us that disadvantaged children were more successful in PE than their peers.

End of **KS 3**

Area	Pupils eligible for pupil premium	All pupils
Percentage making expected progress in reading	100	95
Percentage making expected progress in writing	100	95
Percentage making expected progress in mathematics	70	68
Percentage making better than expected progress in reading	60	51
Percentage making better than expected progress in writing	30	46
Percentage making better than expected progress in mathematics	15	20

End of **KS 4**

Area	Pupils eligible for pupil premium	All pupils
Percentage making expected progress in reading	84	89
Percentage making expected progress in writing	84	89
Percentage making expected progress in mathematics	93	92
Percentage making better than expected progress in reading	38	43
Percentage making better than expected progress in writing	38	43
Percentage making better than expected progress in mathematics	23	11