Impact of Pupil Premium funding on the progress and achievements of disadvantaged children

1.0 Principles and Background to Disadvantaged Pupils

Principles

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. This is an essential, integral part of the development of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued,
respected and entitled to develop to his/her full potential, irrespective of need.

Background

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government has used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals over a rolling six year period. At The Abbey School we will be using the indicator of those eligible for free school meals as well as identified vulnerable groups (including Ever 6 Free School meals) as our target children to 'close the gap' regarding attainment.

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools 'are free to spend the pupil premium as they see fit' [DfE 2011]. The Government is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'. Schools will be accountable for closing the gap, and there are school performance tables that include measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Provision

In order to meet the above requirements, the Governing Body of The Abbey School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through regular reviews of data to monitor pupil progress.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities
- Alternative support and intervention

2.0 The Abbey School Demographic of Disadvantaged Pupils

The Demographic of the Abbey School

Year Group	Number of PP	Number in year	% of Pupil Premium
Year 7	85	206	39%
Year 8	74	195	38%
Year 9	81	210	39%
Year 10	73	222	33%
Year 11	75	190	39%
Total	**388**	**1023**	**38%**

3.0 Strategies used to improve the Achievement of Disadvantaged Pupils

The main strategies that have been used and will continue to be used are:

- Promoting and reinforcing an ethos of high achievement for all
- Raising aspirations through university visits and guest speakers
- Appointing highly competent teaching staff in EBacc subjects
- Assigning the best teaching practitioners to groups with disadvantaged pupils
- Close analysis of marking
- Teaching observations
- Deploying specialist tutors to work with pupils in small groups and on a 1:1 basis
- Providing educational resources and access to trips and events
- Regularly reviewing achievement data
- Incorporating pupil achievement objectives for disadvantaged pupils into performance management appraisals
- Heads of year working alongside student support services manager to monitor attendance
- Deploying the Local Authority Attendance Officer to specific cases to support improvements in attendance
- Providing additional access to the in-house Counselling Service

In particular pupils will have access to:

- Small group intervention for literacy and numeracy in Years 7 – 8 – 9
- Targeted 1 to 1 support in Years 10/11
- Paired reading
- Teaching Assistant Support
- Academic Monitoring and Academic Mentoring

- Year 6 Transition
- School Counsellor
- Screening and strategy support
- Summer School

4.0   Barriers Faced by Disadvantaged Pupils

The main barriers faced by disadvantaged pupils are:

- Low aspirations
- Low academic starting point
- Lack of confidence
- Low self-esteem
- Poor social and emotional support networks
- Intergenerational underachievement
- Poor attendance
- Poor behaviour

5.0 Funding Allocation

Pupil Premium Funding Allocation 2019-2021

		2019-2020	2020-2021
Pupil Premium Funding Received		£329,120	£322,029
Additional teacher in English	Smaller class sizes in Years 10 and 11 and small group interventions during tutor time and English lessons	£33,550	£26,750
Additional teacher in Mathematics	Smaller class sizes in Years 10 and 11 and small group interventions during tutor time and mathematics lessons	£30,035	£25,550
Small group intervention for literacy and numeracy	Small group targeted Literacy and Numeracy early intervention in Years 7, 8 and 9 and department focused in-class support in core subjects	£63,015	£34,400
Targeted small group support in Years 10 and 11	Focused Progress 8 Support for individuals in Upper School Office addressing individual subject needs	£21,320	£26,630
Paired reading	Teaching Assistants and Volunteer Readers provide individual reading practice and support during tutor times each day, including library resources to support this	£2,000 (shared with catch up funding)	£4,000
Librarian	Trained English teacher appointed as librarian to run LRC, volunteers readers, additional reading interventions and manage Accelerated Reading programme		£9,431
Achievement for All Programme	Mentoring programme to support PP students with their academic studies and self-motivation.	£6,000	
TA Support	General TA support for lessons outside the core subjects	£15,650	£21,600
Academic Mentors	Mentoring programme in each year group to support PP students with their academic studies and self-motivation		£8,570
Pupil Premium Champions	Awards for students making the most progress	£200	£300
Reading Challenge	Reading programme to support the literacy skills of all Year 7 students	£8,500 (shared with catch up funding)	£8,500
School Counsellor	Professionally qualified counsellor offering individual advice and support to students on an individual basis using a referral system	£11,800	£12,130
Pastoral Support	Supports students in their personal organisation and self-discipline to ensure they are prepared for and actively engaged in lessons	£23,000	£23,750

Alternative Curriculum Provision	Students are withdrawn from some lessons to complete work in a more focused way without the distractions of the whole class.	£15,000	£15,000
Alternative Curriculum Alchemy	Therapeutic provision off site to enable access to services required to be able to access curriculum.	£4,000	£4,000
Attendance Monitoring, Intervention and Visits	Home visits carried out by academy staff to ensure that all families, including the hard to reach, are contacted and communication is regular	£14,000	£14,000
Staff CPD to support reading improvement	Training on Reading Challenge to maximise impact	£2,000	
Academic Mentoring (Tutors)	Lower school target monitoring, tutor mentoring and Upper School allocation of targeted students to key members of staff	£9,000	£9,000
DEAR	Additional 20mins reading each day with tutors Years 7-9 to support close monitoring of reading skills		£2,000
Year 6 Transition	Year 6 Vulnerable Group Transition Day/Visits/Website	£4,500	£5,500
Staff Training	Specific CPD for staff on aspects of teaching and learning.	£8,000	£8,000
Department Resources	Funds released to departments to develop resources	£45,000	£45,000
Software	Additional software licences to support teaching and learning, including GCSE Pod to engage parents in supporting their children with homework	£4,200	£4,200
Breakfast Club	Food and games to encourage PP students to attend school early to have free breakfast and avoid lateness.	£1,500	
Winchmore Tutors	Tutors engaged to support specific LA children in care	£700	£700
Emergency Uniform and Equipment Fund	To provide students with items of uniform, allocated on need.	£1,000	£2,000
Renaissance Learning	Programme to improve students' literacy	£3,400	£3,400
Enhanced Pastoral Support	Individual support daily (phone calls) to encourage access and engagement with online learning, develop reintegration to school plans and make referrals to agencies for individual and/or family support during disrupted periods of learning.	£3,000	£4,500
Achieve Wellbeing	Training for staff to recognise, teach and support progress of students (particularly PP) where experience of trauma and attachment issues is impeding engagement and progress		3,900 shared with Covid Catchup
	TOTAL SPENT	**£330,370**	**£322,811**

6.0   Impact

Year 11

	Pupil Premium	Other Pupils In School	GAP	Pupil Premium	Other Pupils Nationally	GAP	Pupil Premium	Other Pupils Nationally*	GAP
	2017- 2018			**2018 – 2019**			**2019 -2020**		
Number of Pupils	55			56			73		
Percentage of pupils	36%			38%			40%		
Progress 8	-0.81	+0.10	**-0.91**	-0.80	+0.10	**-0.90**	-0.15	+0.10	**-0.25**

*Compared with 2019 national data

7.0   Reporting

It will be the responsibility of the Assistant Headteacher to produce a report for the Governing Body as an attachment to the Headteacher's Report to include:
- The progress made towards narrowing the gap for socially disadvantaged pupils
- An outline of the provision that was made during the term since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- Details of impact will be included on the school website

The Governing Body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged pupils, in conjunction with the revised schools' league tables.

The Governors will ensure that there is a statement to the parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

8.0   Success Criteria

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children

- The vast majority of socially disadvantaged children will meet their individual targets

- Effective parental pupil school support, including effective transition.

- Having an effective system for identifying, assessing and monitoring pupils

- Having a whole-school approach

- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners