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Annual Pupil Premium report – September 2018

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- Diminish any gaps in attainment and progress outcomes between those students from disadvantaged backgrounds against national for non-disadvantaged by the end of Key Stage 4 (Year 11)
- Increase attainment and progress outcomes by disadvantaged students in English and Mathematics
- Reduce absence, lateness to school, exclusions and improve attitude to learning
- Ensure that there is equality of opportunity for all leavers through access to high quality curriculum, academic pathways, Post 16 destinations, enrichment opportunities and experiences

Total pupil premium funding for current year: £935 per pupil (£283,773)

Pupil premium expenditure plan 2018/19

Strategy	Cost	Success criteria	Evaluation
Quality First Teaching Charter A school wide approach to support and develop high quality teaching in	£81,629	<ul style="list-style-type: none">• Abbeyfield Quality First Charter is embedded• Strategies for PP students seen in practice• Teaching and Learning meets the needs of every learner	



<p>every lesson. There is a separate part for specifically raising levels of progress of PP students</p>		<ul style="list-style-type: none"> • Subject-based, highly tailored projects focussed on high impact provision • Charter is a priority for staff CPD and briefings • Mastery model embedded in Maths • High quality feedback is seen in PP students books 	
<p>Data Tracking, targeted and tailored intervention</p>	<p>£128,830</p>	<ul style="list-style-type: none"> • Individual tracking of all PP students to ensure immediate identification of where the gaps exist, • Rapid and targeted intervention based of a Diagnosis Therapy and Testing approach to address gaps in learning. • Assertive mentoring used as a tool to raise aspirations. • Peer mentoring in place and effective for selected students. • Implement intervention opportunities for underachieving pupils in core subjects. • Deploy teaching assistants for Accelerated Reading, Numeracy catch up (Level Up/Grade Up programme) 	
<p>Minimising barriers to achievement</p>	<p>£42,862</p>	<ul style="list-style-type: none"> • Track and intervene where attendance falls below 95% • Regular attendance and achievement panels in place. • Case workers deployed to work with disadvantaged pupils and their families where attendance falls below 95% • Targeted use of student support team, utilising multi agency access to support the personal well-being of disadvantaged pupils • Students to have access to careers education, information and guidance (CEIAG) • PP students benefit from 1-1 careers advice and access to relevant information regarding post 16 pathways • Students provided with the necessary support with applications for Sixth Form/College/Apprenticeship. 	



		<ul style="list-style-type: none"> • Provision of effective information and support parents to understand their child's progress – target pupils for parents' evening • Engage with parents to maximise attendance to school • Good Behaviour for Learning increases pupil engagement by improving personal relationships between staff and pupils. • Provision of uniform , equipment and revision ,materials as needed • Financial support offered for educational trips and opportunities 	
<p>Raising aspirations and broadening experiences.</p> <p>Continue to raise aspirations of disadvantaged students across KS3 and KS4.</p>	<p>£5000</p>	<ul style="list-style-type: none"> • Increase student access to cultural activities and experiences through school visits. • Visits to local and Russell Group Universities such as Oxford and Cambridge. • Encourage Disadvantaged pupils to become prefects and student ambassadors. • Review student leadership opportunities in school and encourage PP students to apply • Develop meaningful student voice with PP students encouraged to participate. • Raising aspirations team set up to increase opportunities for all pupils ensuring PP students represented in each group. • Parental Engagement- focused emails, texts and invitations to attend events. Feedback as often as possible. • Increased numbers participating in extra-curricular opportunities eg. Duke of Edinburgh • Students have more opportunities to benefit from activities involving local employers and the wider business community • Working with NCOP to increase the rates of PP crossover students accessing higher education. 	



Strategy	Cost	Success criteria	Evaluation
Quality first teaching	£75,404	<ul style="list-style-type: none"> • To embed the Abbeyfield Disadvantaged First Charter • Target disadvantaged pupils first within the classroom • Develop teaching and learning so that it meets the needs of every learner • Implement mastery learning model to support pupil progress at KS3 • Subject-based, highly tailored projects focussed on high impact provision • Enhanced teaching in English, Mathematics and Science 	<ul style="list-style-type: none"> • Disadvantaged First Charter referred to all year and ensured PP pupils needs were put first; including in the classroom. • Teaching and Learning driving focus across CPD all year. • Mastery implemented in KS3 maths. • Consistency of staffing in English, Mathematics and Science- all fully staffed for 2017/18.
Targeted and tailored intervention	£122,193	<ul style="list-style-type: none"> • Continue to build on literacy and numeracy across curriculum • Rapid and targeted intervention to address gaps in learning • Assign assertive mentors to disadvantaged pupils first • Immediate identification of where the gaps exist • Implement intervention classes for underachieving pupils in English and Maths and other subjects • Deploy teaching assistants for Accelerated Reading, Numeracy catch up 	<ul style="list-style-type: none"> • Targeted intervention addressed gaps in learning in Year 11 before exams. • Assertive mentoring in Year 11- PP students issued with a mentor first. • Gaps identified at each assessment point. • Teaching assistants deployed in KS3 catch up programme.
Minimising barriers to achievement	£39,646	<ul style="list-style-type: none"> • Track and intervene where attendance falls below 95% 	<ul style="list-style-type: none"> • Attendance of PP students is tracked and intervention strategies in place. • Case workers used when appropriate.



		<ul style="list-style-type: none"> • To embed regular attendance and achievement panels • Deploy case workers to work with disadvantaged pupils with attendance below 95% • Targeted use of student support team, utilising multi agency access to support the personal well-being of disadvantaged pupils • Promote and ensure all pupils have access to careers education, information and guidance (CEIAG) • Provision of effective information and support parents to understand their child's progress – target pupils for parents' evening • Improve Behaviour for Learning to increase pupil engagement • Improve access to learning by EAL students • Provision of educational software for home learning – GCSE Pod, Tassomai, Maths Watch • Provision of uniform and equipment 	<ul style="list-style-type: none"> • Multi- agency involvement. • CEIAG available in school. • Parents are supported to understand new levelling system at both KS3 and GCSE. • Behaviour continues to improve. • EAL students outperformed the rest of the cohort at GCSE. • Educational software for home learning is embedded across the school. • Uniform and equipment provided for PP students who request.
Raising aspirations and broadening experiences	£7,508	<ul style="list-style-type: none"> • Continue to raise aspirations of disadvantaged students across KS3 and KS4 • Increase student access to cultural activities and experiences through school visits • Visits to local and Russell Group Universities such as Oxford and Cambridge • Encourage Disadvantaged pupils to become prefects and student ambassadors • Raise the profile of prefects in school and establish their roles 	<ul style="list-style-type: none"> • PP students are invited first to trips and are offered subsidies to help pay for them. • Visits to Oxford and Cambridge in 2017/18. • Student Leadership Team in post.



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Impact:

Progress for PP students has risen in all areas.

PP girls and middle ability students making better than national progress

PP students' progress improved by a fifth of a grade

Attendance strategies have improved PP attendance by 0.6%