



## Abbeyfield School Pupil Premium Plan 2016-17 Evaluated

- Disadvantaged pupils make good progress from their starting points across a broad range of subjects. They achieve results which are similar to other pupils nationally.
- Leaders use pupil premium funding effectively. Disadvantaged pupils are given additional support and are able to access additional activities, such as school trips, which enrich the curriculum. The progress that these pupils make has grown enormously over the last three years from a very low base. Current pupils are making progress in line with all pupils nationally. In some subjects, notably English, they achieve significantly more.

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Barrier/Rationale	Action to address	Time scale	Evaluation point 1 Feb 17/impact	Evaluation point 2 June 17/RAG
<p>Underachievement for PP students nationally – need to support with academic progress</p> <p>Data needs to be used effectively for early identification and to inform interventions for individuals</p>	<p><b>Vulnerable Learner Conferences</b> – refine their use and ensure data used.</p> <p>Bring together key stakeholders to support progress and tailor interventions.</p> <p>Data monitored after each collection with special focus on PP students' progress and gaps in achievement.</p>	<p>Refinements in place start of Term 1</p> <p>Conferences happen termly across year.</p> <p>Actions put in place reviewed at start of each meeting for impact.</p>	<p>VLC minutes from term 1 show PP had priority with interventions. This led to a 'key students' list of targeted students in year 11. 17% gap currently (approximate as P8 figures hard to estimate).</p>	
<p>Literacy and numeracy amongst <b>some</b> of our PP students holds back progress</p> <p>Termly literacy focus – ensure all PP students are adhering to basic literacy rules.</p>	<p><b>One to one/small group extra tuition</b> in maths and English to support their progress</p> <p><b>BEAMS</b> to support Year 7 below level 4 students (includes relevant PP students)</p>	<p>BEAMS runs across school year with students reintegrated into mainstream when caught up</p>	<p>Small group tuition in place for Maths and English. Gap nationally in English remains smaller for our students.</p> <p>PP in BEAMS making progress according to BEAMS data. – high impact.</p>	



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Accelerated Reader ensures reading culture created in school – high impact on achievement of disadvantaged students	<p>Display of termly focus and referred to by staff</p> <p>Ensure ALL PP students are reading complete books.</p>	<p>Termly focus across the year</p> <p>STAR test T1</p> <p>Reading T2-6</p>	<p>Literacy embedded as is AR to encourage readers. Whole school focus. AR figures analysed with PP focus.</p>	
<p>Need to continue to increase staff awareness of PP students, their aspirations and their needs. Tailored support needed – one size does not fit all.</p>	<p>Updating of <b>PP passports</b> which outline students' own ideas and aspirations. Gives tutors opportunity for one to one discussions about future goals etc.</p> <p>PP First campaign continues and to be embedded – putting needs of these learners first in classroom and for feedback.</p>	<p>Completed by end of Term 1 (tutors)</p> <p>Use at VLCs to support discussions</p>	<p>PP passports updated and in place.</p> <p>PP First and Best re-iterated through termly T&amp;L updates. QA checked through feedback given in work scrutinies.</p>	
<p>Extension and challenge of our most able PP students – ensuring they reach potential as research shows this isn't always the case.</p>	<p>Clearly denoted on register - <b>able PP list of students</b> to stretch and challenge and raise expectations of. University trip to Bath Uni.</p> <p>Brilliant Club cycle 1 finishes (Years 9-11) and cycle 2 in Spring 17</p> <p>Data for able PP tacked by HLC and interventions by RSLs.</p>	<p>In place by end of Term 1 post CATS tests.</p>	<p>Register in place and refined. PP able clearly marked as sub group.</p> <p>Bath Uni trips have taken place for Years 9&amp;10 able PP.</p> <p>All within year data suggests excellent progress of most disadvantaged able.</p>	



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Sometimes, a lack of resources and equipment for PP students, and enrichment activities e.g. trips can hold back students development and cultural capital back	<b>Financial support</b> with range of different opportunities e.g. trips, music lessons, resources such as revision guides etc. as individual needs arise.	Terms 1-6 as needs arise in VLC and via tutors and RSLs.	Financial support has been provided- PP budget fully spent for current financial year.	
Transition can be challenging both emotionally and academically for some PP students especially	<b>Summer Camp</b> provided free for PP students and <b>follow up activities</b> e.g. team building trip, mentors in place for start at school – DHT role	Tracked across year – attendance and academic progress.	See Term 1 impact report on Summer Camp – good.	
Attendance poor amongst some students in PP group – not disproportionately so at Abbeyfield but closely monitored	<b>Strong whole school focus on attendance</b> with close collaboration with EWO, PSA and Attendance Officer. Clear sanctions and system for lateness and poor attendance for all. PP students discussed first in RSL meetings for attendance strategies tailored to individual needs.	Terms 1-6	Termly review and interventions in place according to policy	Termly review
Underachievement amongst this group in academic subjects. High quality T&L and written feedback supports their learning.	<b>Strong focus on teaching and learning</b> with PP books often marked first and best and given one to one attention in class to support progress. High staff awareness of these students and	Terms 1-6	See above. OFSTED evidence March 17 highlighted good practice in the classroom re PP students.	



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	their needs and how to increase progress. CPD provided for PP – <b>action research group (all staff members)</b> focus on closing the gap 2015-16.			
Parental Engagement and confidence in supporting students’ academic progress can be low in this group in some cases.	<b>Attendance at school events:</b> information evenings, parents/tutor evenings. HLC and ARM to ring PP parents and invite personally and support with transport etc.  Cathy Weston talk to parents in Term 1 to support at home.	Terms 1-4	HLC and Arm telephone parents before a Parents’ Evening and have raised attendance by 50% in this way.  Amber as still work to do in this area.	
Being aware of latest good practice to inform planning and support progress.	<b>Attend courses and network meetings and share</b>	Terms 1-6	Termly review. Attended and disseminated.	Term 6