



Abbeyfield School Pupil Premium Plan 2017-18

- 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
<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>Wilts Council DLL description – excellent analysis, use of tracking and data relating to disadvantaged students</p>	<p>Vulnerable Learner Conferences – 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>Term 1 begins cycle, Year 11 follow up</p> <p>Conferences happen termly across year.</p> <p>Actions put in place reviewed at start of each meeting for impact.</p>
<p>Support with literacy and especially numeracy</p> <p>Wilts CC – have a clear understanding of barriers to learning and best available pedagogy.</p>	<p>One to one/small group extra tuition in maths to support their progress</p> <p>Literacy and Numeracy Champion roles to promote disadvantaged students particularly</p> <p>BEAMS to support Year 7 below level 4 students (includes relevant PP students)</p> <p>Accelerated Reader ensures reading culture created in school – high impact on achievement of disadvantaged students</p>	<p>BEAMS runs across school year with students reintegrated into mainstream when caught up</p> <p>Termly focus across the year STAR test T1 Reading T2-6</p>



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<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>Wilts CC – leaders take a clear role to support disadvantaged students. Schools information systems are fit for purpose including seating plans.</p> <p>Ensure CPD programme meets the needs of all in relation to disadvantaged students.</p>	<p>Use of Classcharts to quickly identify disadv. students</p> <p>PP First campaign continues and to be embedded – putting needs of these learners first in classroom and for feedback.</p> <p>Use flexible CPD programme to give staff places on the Eednet programme to carry out action research on PP students’ achievement and progress.</p> <p>Ensure disadv. students remain high on SLT agendas – through meetings.</p>	<p>From term 1 and seen in Quality Assurance</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>Wilts CC – ensure the most able disadvantaged students are stretched and challenged.</p>	<p>Clearly denoted on register - able PP list of students to stretch and challenge and raise expectations of. University trip to Bath Uni offered.</p> <p>Data for able PP tracked by HLC and interventions by RSLs. PP Tracking sheets refined and kept centrally.</p> <p>Possible use of the Brilliant Club, Term 6.</p>	<p>In place by end of Term 1 post CATS tests.</p>



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	Bath Uni aspiration and careers trips for Years 9 & 10 able PP.	Term 6
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. Wilts CC – ensure disadvantaged students have access to enrichment and additional resources.	Financial support 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.
Transition can be challenging both emotionally and academically for some PP students especially. Wilts CC – ensure transition is an informed, positive and supportive experience for disadv. students.	Summer Camp provided free for PP students and follow up activities e.g. team building trip, mentors in place for start at school	Tracked across year – attendance and academic progress.
Attendance can be lower amongst some students in PP group – not disproportionately so at Abbeyfield but closely monitored.	Strong whole school focus on attendance 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



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	Term 6 shows biggest gap for Year 9 PP. Use Term 6 to start new courses and topics and introduce motivational activities to maintain motivation.	Term 6
There can be underachievement amongst this group in academic subjects. High quality T&L and written feedback supports their learning.	Strong focus on teaching and learning 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 their needs and how to increase progress. CPD provided for PP .	Terms 1-6
Parental Engagement and confidence in supporting students' academic progress can be low in this group in some cases. Wilts CC- Ensure school is a welcoming and informative place for parents. Promote ease of communication.	Attendance at school events: information evenings, parents'/tutor evenings. HLC to ring PP parents and invite personally and support with transport etc. Promote take up of FSM.	Terms 1-4
Being aware of latest good practice to inform planning and support progress.	Attend courses and network meetings and share	Terms 1-6