



Pupil Premium Funding Spend Review 2020-21

Aims:

- **To provide opportunities to close the gap in achievement for PP students at Abbeyfield School.**
- **To implement a tiered approach in order to deliver a broad education offer, to explore opportunities and to prepare students for all stages of transition.**
- **To build aspiration, ambition and a lifelong love of learning.**
- **To promote character, resilience and well-being, with a holistic focus.**



Government guidance for funding:

*Based on current pupil numbers

Abbeyfield School Overview

Abbeyfield School Overview	
Total Pupil Numbers	930
Number of Pupils Eligible (Y7-11)	208 (22.1%)
Amount per pupil	FSM/Ever6 - £935 per student – 156 students = £145,860 Services - £310 per student – 30 students = £9300 Adopted from care - £2345 per student = £9,380
Total PP (Pupil Premium) budget	£164,540.00
Leadership Spend	£1664.00
Tier 1 Spend	£98325.00
Tier 2 Spend	£58,939.00
Tier 3 Spend	£5612.00

Abbeyfield School - Student Premium Spend Review 2020-21

Aims	Outcome
To provide opportunities to close the gap in achievement for PP (Pupil Premium) students at Abbeyfield School.	
To implement a tiered approach to deliver a broad education offer, to explore opportunities and to prepare students for all stages of transition.	
To build aspiration, ambition, and a lifelong love of learning.	
To promote character, resilience, and well-being, with a holistic focus.	

2020-21 Review - Tier 1 Focus: Teaching and Learning

Aim: To ensure that classroom teaching has PP (Pupil Premium) students at its centre, yet is of consistently high quality for all.



Focus	Link to EEF (Education Endowment Fund) Guidance	Actions	Impact	R/A/G										
PP Leadership		Disadvantaged Lead in post to have: <ul style="list-style-type: none"> - Strategic oversight of Pupil Premium and Disad Learners across the whole school. - To co-ordinate the PP Action Plan and drive strategies that help to reduce the gap. - To liaise with KS4 Heads of Year to set the vision and priorities and help improve P8 and A8 in their respective year groups - To liaise with transition lead to prioritise early intervention strategies for the new intake 	<ul style="list-style-type: none"> - The new pupil premium senior leader has developed an enhanced rebrand of the student premium cohort, now known as I-Aspire. - This new strategy has led to increased awareness and progress for disadvantaged pupils. - The lead has ensured that all HoD's have accountability for PP and discuss this with senior leaders in line management to scrutinise progress and plan strategies to support disadvantaged learners. - Targeted interventions in class for students that are not making the required progress have been in place. HoD's are held accountable for poor progress within their department. Who have then investigated the reasons that progress is poor. - The accountability cycle has helped to promote the progress of disadvantaged students and specifically year 11 in 2021. 											
Quality first teaching in classrooms	Tier 1 approach – Teaching. Ensure funding is spent on improving teaching and learning in the classroom.	<ul style="list-style-type: none"> - PP “High Expectations” initiative to be launched whole school by DMW. <ul style="list-style-type: none"> o Rigorous QA (Quality Assurance) model – analysis in departments via PP Champions. o Analysis of outcomes from PP students to see improvement. o High Expectations initiative to be bought into by all staff at all levels. - CPD needs of staff to be identified in terms of classroom practice with PP/DisAd students via staff questionnaire. - Setting up of a working party of staff in departments – PP Champions – UPS holders – to develop and share best practice in the classroom with all staff. - Needs from whole staff questionnaire to be identified and appropriate external training providers to be used when required. 	<table border="1" data-bbox="1189 847 1794 959"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Dis-Ad</td> <td>-0.37</td> <td>-0.73</td> <td>+0.19</td> <td>-0.13</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - The high expectations for disadvantaged students have been a contributing factor to our overall approximate P8 figure for disadvantaged students improving from historic levels (-0.13) - However, it is clear from the data that some of the strategies implemented were not successful during 2018-19. The significant increase in 2020 and 2021 was a result of no physical examinations. - This suggests that all aspects associated with exam preparation could be causing our biggest barriers: Attendance, engagement, resilience, effective time management, support from home etc. - Linked to our curriculum intent, we have insisted on high aspirations for all. We have a policy which asks for 'Disad to be marked first and best' suggesting that there is a difference in quality. 		2018	2019	2020	2021	Dis-Ad	-0.37	-0.73	+0.19	-0.13	
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		<ul style="list-style-type: none"> - More in house peer to peer observations within departments. 	<ul style="list-style-type: none"> - A recent EEF (Education Endowment Fund) study shows that feedback has ‘no impact on PP progress.’ In fact, where schools are highly successful, it is where positive relationships are built. - We will be keeping teachers with students for as long as possible – Year 9 into 10 and where possible, using mixed groups/ different class labelling to ensure that all students at Abbeyfield school have high aspirations. <p>In the classroom staff have demonstrated:</p> <ul style="list-style-type: none"> - Evidence of planning for all (Differentiation) - Evidence of challenge, including whole school literacy strategy (Academic reading) - Feedback that is practical and linked to an action task - They know the individual student and therefore tailoring learning (Linked to curriculum) <p>PP Champion survey on behalf of departments have found that:</p> <ul style="list-style-type: none"> - At times PP feels forced, some staff believe that the same provision should be there for all - Staff like PP seating plans and feel this is an effective ‘quick win’ - Where classes are set, lower ability PP in one group can cause problems - Key information about the students' needs disseminating swifter <p>Student voice of the PP cohort have said:</p> <ul style="list-style-type: none"> - Some students are aware of extra feedback but do not like others to know. They do not always find the extra feedback helpful as it is not always understood, finding actual tasks to complete more helpful than an EBI - The AIM PP felt embarrassed by additional support. <p>The following strategies have been targeted to promote the progress of disadvantaged students:</p> <ul style="list-style-type: none"> • Designated member of extended SLT with responsibility for disadvantaged students and clear strategy to address disadvantage. • Teaching and learning strategies targeted to reduce the gap • A CPD programme has been planned to equip teachers with the skills needed to close the gap • Disadvantaged students are targeted for aspirational mentoring • Disadvantaged students given priority in all intervention planning. • Retrieval practice to be used in every lesson. 	
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			<ul style="list-style-type: none"> • Focused tutoring for disadvantaged students - The school operates an “Open door” policy to always support staff. Senior Leadership Team regularly drop into lessons throughout the week and record findings on the QA database; which build s a picture of WWW (What Worked Well) & EBI for each department. - The school has strengthened its vision and ethos in promoting the Abbeyfield Way and the Abbeyfield Learner. There is a continued drive for success to enhance our reputation in the local community; to drive numbers on roll. Our Year 7 intake has dropped in comparison to previous years, but this in line with numbers in the local area. Sixth form numbers have increased. - Our clear vision, underpinned by our principles and values have supported student’s spiritual, moral, social, and cultural development ensuring they are responsible for their actions as good citizens. - The Abbeyfield Learner and Way are embedded and form the basis of all aspects of school life in and out of lessons, constantly teaching students about the behaviours which make good citizens. - Assessments have been scheduled to ensure that staff and students are able to monitor their progress. Regular robust QA (Quality Assurance) and moderation takes place to ensure the accuracy of grades. - PP students are tracked at year group data drops. A new monitoring spreadsheet has enabled tracking that informs intervention throughout the year. This has enabled the tracking of trends, using this data to support students throughout their time at school. - Some trends have led to positive whole school changes to strategies. Early indicators suggest that low attendance in KS4 Aspire students is a common trend. Therefore, an excellent opportunity to implement an effective response to this issue. 	
<p>Research into PP teaching and learning strategies</p>	<p>Tier 1 approach – teaching. Ensuring an effective</p>	<ul style="list-style-type: none"> - Explore links with other schools in NW Federation or outside of county. 	<ul style="list-style-type: none"> - Links with other schools have been quite effective. Membership of the Making a Difference group has allowed schools to see and share best practice. - Every faculty has a PP champion in the last academic year responsible for; 	



using external partners	teacher is in front of every class.	<ul style="list-style-type: none"> ○ External research and classroom practise to be cascaded to departments via the PP Champions. ○ Evaluation of strategies gained from external partners and impact on progress of students - Staff identified as PP Champions to be sent to high performing schools after research by ELJ. - Online links with schools where face to face meeting is not possible. 	<ul style="list-style-type: none"> ● Helping to support teaching and learning strategies targeted towards disadvantaged students and in line with the Classroom Strategy ● Supporting the PP coordinator in modelling teaching and learning strategies. ● Monitoring the use of the teaching and learning strategies and supporting where needed. ● Monitoring the progress of disadvantaged students within their faculty <p>- All the strategies above as well as the PP champions supporting their colleagues in a non-formal manner has contributed to raising the profile of disadvantaged students.</p>	
Building relationships in the classroom	Tier 1 approach – Teaching. Ensuring every teacher is supported to keep improving.	<ul style="list-style-type: none"> - Achievement for All – Louise McGinty. - AfA Coaching Lead Louise McGinty to deliver training and awareness to the staff body. <ul style="list-style-type: none"> ○ Staff will implement the training – tutors to assess impact of structured conversations and ensure that students are monitored regularly. ○ Use of structured conversations – targeting parents and students to engage in conversations about learning. ○ Tutors to monitor reports and interim reports and engage regularly with student and parents. - Tutor/Disadvantaged mentoring programme. - Barriers identified through structured conversations and shared with relevant teaching staff / pastoral support team. - AfA CPD – 4th Jan 2021 – Whole Staff Training. - AfA CPD – 12th Jan 2021 - Whole Staff Carousel Training follow up. 	<ul style="list-style-type: none"> - Working with AfA has been effective due to the individual expertise of Louise McGinty who has a wealth of knowledge and strategic vision. This has helped in supporting the PP leads vision for I-Aspire students. - AfA moved from structured conversations with tutors to working with the PP TA and specific staff to offer them bespoke training/mentoring; this would be cascaded to teams. This enabled those staff to have a greater understanding of their role when supporting students from within this cohort and their colleagues. - Tutors focus was more aligned to knowing PP students well and ensuring their pastoral needs are always met. 	
Mid-Year Entries – new student induction and support process	Tier 2 approach – Targeted Academic Support. Targeted one-to-one or small group support.	<ul style="list-style-type: none"> - MYE Co-ordinator to work with new arrivals to ensure smooth transition from previous school. <ul style="list-style-type: none"> ○ MYE Co-ordinator to maintain an up to date register for MYE. ○ MYE Co-ordinator to be fully involved in data drops. ○ Ensure that students are supported to reach academic potential and support personal wellbeing. 	<ul style="list-style-type: none"> - Using appraisal as a PP focus, those staff on or moving to UPS have used an aspect of whole school PP as their target. A MYE Coordinator opportunity had been an excellent data driven intervention, but further consistent work needs to be done for this to be successful and to verify outcomes. - This role needs redeploying for 2021-22 and continuation to support this group of students 	



		<ul style="list-style-type: none"> - Track academic progress and monitor pastoral data and intervention. - Data lead approach to intervention for MYE students. 		
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2020-21 Review - Tier 2 – Targeted Academic Support				
Aim: To provide opportunities to promote literacy and learning outside of the classroom by offering targeted intervention.				
Focus		Actions	Impact	R/A/G
Literacy improvement	Tier 2 approach – Targeted Academic Support. Targeted one-to-one or small group support.	<ul style="list-style-type: none"> - Year 8 and 9 PP Reading Challenges to implement. - Video or Podcasts to be created by students on books they have read. - Production of video or podcast involving parents, by students. - Podcast to include parents as well, ensuring that parents become involved in the process and discuss reading and books with students. - Personalised reading choice for students via online form. - Awards for students with particular standards and rewards – book vouchers as prizes. - Inspirational public speakers, such as an author – meeting the author personally. - An author to be invited to talk to Year 8 and 9 students – in person or virtually due to Covid. - A trip to a bookshop to allow students to pick up a book that is funded and allow for social interaction time afterwards. - Assisting Literacy and Numeracy Co-ordinators to help identify priorities and strategies for projects throughout the year. 	<ul style="list-style-type: none"> - Literacy and numeracy development is evident throughout the curriculum with a literacy drive for all learners throughout the school. - A range of planned enrichment opportunities were in place including a visit for author Elen Caldecott for KS3 PP students. Despite Covid restrictions the seminar still took place by a virtual platform - All KS3 PP Students ordered a free book online via the school librarian. Students were tested for reading age scores using the Star Reader program. This showed a 60% increase on previous reading age scores. - Book review Pod casts videos needs further work - MDSA’s were redeployed to support with Accelerated Reader program, this was limited due to Covid restrictions. In addition to this a visit to a local book shop was postponed due to Covid safety measures. - Extended writing was focus with all staff as was oracy. Students are expected to answer in full sentences and to use subject specific technical vocabulary in lessons that is actively taught in lessons. This was supported with a group reading approach. - Staff received additional reading & literacy training in June’s twilight sessions - KS3 Reading Challenge in Term 6 called the “2021 Summer Sports Reading Challenge” 	



		<ul style="list-style-type: none"> - Reading interventions using MDSAs – targeted support to PP students between 11.30 and 12.30 – small group withdrawal for reading. - Liaison with Whole School Literacy and Numeracy Co-ordinators. - Literacy levels to increase via one-to-one sessions. 	<ul style="list-style-type: none"> - The main focus on the theme of sports (linking to the Euro 2020 Football Tournament & Olympics in Tokyo). - Students read 3 books during term 6 on the following criteria: <ul style="list-style-type: none"> • Non-Fiction Books based around sports • Fiction Books based around sports • Fiction Book set in a European country - We also ensured that independent reading opportunities were available that linked with the PSHE program. The use of Reading Well offered a range of books within the library to support those topics in PSHE. - Interschool competition of 5,000 & 10,000 Reading Minutes Challenge 2021 was in place to encourage reading. - In total the students who took part in the challenge read as a group for the month of March (12,945 minutes of reading). 	
Intervention outside the classroom	Tier 2 approach – Targeted Academic Support. Targeted one-to-one support or small group support.	<ul style="list-style-type: none"> - PP Lead to ask HoDs for specific wish list of software packages / subscriptions that are required for PP students to access from home. Software not already used but required. HoDs to bid for these packages / materials. - GCSE Pod to be used. - GCSE Pod – track engagement. - Data tracking and improve revision engagement. - SMHW – track quality and quantity of homework and the impact on students that homework has for PP students. - Show My Homework to be used. - Heggerty Maths to be used. - Liaise with Maths to choose online packages for intervention outside the classroom. - Teaching Assistants – Support - PiXL Resources - Accelerated Reader 	<ul style="list-style-type: none"> - GCSE Pod has not been used effectively enough, much more thought is required if this is to be of use in the future! - SMHW and online packages are in place to support students during distance learning. - HoY & HoD tracked all students engagement during distance learning with staff contacting those students not working or provided laptops and mentoring support to raise engagement. - The Reading Agency and the Open University ran The Teachers’ Reading Challenge (all staff can take part) to read 6 children/young adult books from end of term 6 until the beginning of September. <p>Behaviour intervention, those students who received the most negative points in each year group received some form of behavioural mentoring during the school year.</p> <p>The impact on disadvantaged students can be seen. Emotional support and development in social skills are also offered to disadvantaged students.</p> <p>In addition to this, all students were involved in celebration assemblies and assemblies in Ks 3 for those students who not received a behaviour point all year.</p>	
Intervention in the classroom	Tier 2 approach – Targeted Academic Support. Targeted one-to-one support or small group support	<ul style="list-style-type: none"> - Intervention in departments. Subject specific intervention that can be carried out in school. - Assess impact of intervention through classwork and assessment. - Students personally invited to attend sessions. 	<ul style="list-style-type: none"> - Disadvantaged students are given priority during the maths and English catch up sessions. - Student Targets are set at a challenging level to ensure that teachers have high expectations of them and interventions are in place when students’ progress is not strong. 	



		<ul style="list-style-type: none"> - Data analysis to show improvements. - Materials that students require, such as extra text books etc can be bid for via funding. 	<ul style="list-style-type: none"> - However due to aspirational targets they do not always show a true representation of progress of gaps in knowledge. Interventions have been targeted specifically for those gaps in knowledge. <p>There have been a range of interventions in place, we have focused on:</p> <ul style="list-style-type: none"> o Targeted in class interventions towards specific students based on gaps in their knowledge o Small group interventions based during tutor time or after school. An extended day was put in place so that teachers could keep Year 11 students in lessons at the end of the day. Departments arranged after school intervention to support coursework etc. o Enrichment Intervention that enhance and develops aspiration. 	
Alternative provision	Tier 2 approach – Targeted Academic Support. Targeted one-to-one support or small group support	<ul style="list-style-type: none"> - If deemed appropriate alternative provision to be provided to PP students. - Blend of Academic and vocational courses to provide a bespoke educational offer. - Students receive most suitable provision for their needs ensuring they still make progress and leave education with recognised qualifications. 	<ul style="list-style-type: none"> - AP (Alternative Provision) enrichment has been beneficial for AP/SEN PP students. - Students have experienced a range of activities such as, Equine therapy, Music tech sessions and Rowdeford. - Development of a personalised curriculum to meet the needs of those at risk of permanent exclusion has been in place. SWaS, KS3/4 alternative provision has been in place to support vulnerable students and to provide a blend of academic and vocational opportunities and experiences for our students. - Covid restricted the curriculum and prevented several external providers being able to meet with our students and provide additional activities to this cohort of student. - The KS3 and KS4 alternative provisions enable us to meet the needs of complex individuals resulting in students improving their attendance and being able to sit GCSE's and meet targets in 2021 exam series. - Structured pathways were in place for all our AP (Alternative Provision) leavers to ensure they were in education employment or training; none were NEET. 	
BEAMS	Tier 2 approach – Targeted Academic Support. Targeted one-to-one support or small group support.	<ul style="list-style-type: none"> - Additional English and maths support provided on entry to low ability PP students - Accelerated progress made in year 7 to narrow gap early and allow students better access to other subjects - Determined by several factors – engagement of students and impact of the intervention. 	Excellent Year7/8 resource that enhances SEN/PP student outcomes and supports student progress in core subjects enabling them to be successful in the mainstream in the latter end of KS3	
Mentoring	Tier 2 approach – Targeted Academic	<ul style="list-style-type: none"> - Colleagues invited to mentor students one-to-one. 	<ul style="list-style-type: none"> - Equipment for school and learning has been resourced and given to all PP students 	



	Support. Targeted one-to-one support or small group support.	<ul style="list-style-type: none"> - Identify barriers and purchase material where possible to enable students to be classroom ready – calculators, folders etc. - Students will be equipped and ready to learn. 	<ul style="list-style-type: none"> - Further focus required for academic mentoring which needs to continue but the format is to be altered based on staff capacity. - SLT/HoY & other staff have been mentoring disadvantaged boys and girls in year 11. This group has been selected due to concerns over exam preparation, attendance, and performance. Maintaining positive working relationships with his cohort was crucial to support them through the exam/TAG period. 	
Student Observations	Tier 2 approach – Targeted Academic Support. Targeted one-to-one support or small group support.	<ul style="list-style-type: none"> - SLT / staff to identify and observe student behaviours and interactions within classrooms. Student pursuit model to follow. - Build relationships with students and conversation with students as to behaviour in certain classes. 	<ul style="list-style-type: none"> - Students observed during departmental learning walks, which had varying foci in accordance with the QA (Quality Assurance) calendar. - Each senior lead would support their HoD's in this process and form decisions and evaluate the feedback from those students seen and spoken to. 	
External Mentoring Workshops	Tier 2 approach – Targeted Academic Support. Targeted one-to-one support or small group support.	<ul style="list-style-type: none"> - External Mentor/Coach to deliver workshops with targeted PP students to raise aspirations / CIAG information. - Mentoring/Coaching Sessions to run one day a week throughout the year. - Students to complete a survey before and after motivational speaker re aspirations and attitude to learning. - Then after sessions, students to self-assess again. 	<ul style="list-style-type: none"> - An external professional coach who acted as a raising aspiration mentor was contracted to work with a specific group of PP students who staff knew would benefit from this process/resource. - The students enjoyed the sessions and benefitted from a further and better understanding of themselves and their journey beyond Abbeyfield. It was noted that many of those who took part had a renewed approach to learning, school, and self. 	

2020-21 Tier 3 Wider Strategies

Aim: To provide students with the opportunity to gain more cultural capital, or enhance their cultural capital. To provide support in managing the most significant non-academic barriers, aiding students to maintain good attendance, positive behaviours for learning and to gain extra social and emotional support.

Focus	Link to EEF (Education Endowment Fund) Guidance	Actions	Impact	R/A/G
Provide opportunities for enrichment and development	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Students will engage and learn skills outside the classroom - Character Club – students will be given the opportunity in Year 7 to enhance their cultural capital by following a programme of activities, supported by parents where possible. 	<ul style="list-style-type: none"> - Character club improved student engagement with enrichment activities and extended learning for vulnerable students, with some after school provision. - PP TA and other staff employed to support these students in a range of after school activities. 	



		<ul style="list-style-type: none"> - This will include cookery, repairs etc. that are life skills based. - Abbeyfield staff to be identified to deliver these sessions on a paid basis. 		
Mentoring and wellbeing support	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Relevant trained staff to identify and meet with students to support lasting changes in behaviours. - Personalised, targeted support to enhance welfare of students. - Staff who wish to be trained on this can be offered training from external providers. Use of online packages where required. - Increase in well-being in students 	<ul style="list-style-type: none"> - Pastoral team have been restless in their response to the restrictions of Covid and the positive impact of this can be seen on the student body. - Welfare lists have been created, with a focus for all students and in particular the PP cohort. - Phone calls and online meetings with parents and external agencies to continue support during lockdown and upon the return to school has been a significant strength of the school. - The focus was on the well-being of the student body with a keen eye on mental health, school attendance and offering the intervention for vulnerable students to get back into school post lockdown. 	
Attendance	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Better attendance leads to improved academic outcomes - PP priority for attendance officer - Tutor/HoY/AHT/DHT close monitoring and regular pro-active communication with home (determine what support school can offer) - Disad. students reviewed as distinct group in EWO meetings - SWaS provision 	<ul style="list-style-type: none"> - School has worked with the Local Authority and other external services in a Team Around the School (TAS) format to ensure all vulnerable students continued to receive support whilst in lockdown or upon return to school; which included support for school refusers. - Student attendance has been a focus throughout 2020-21 and staff have continued to monitor and track persistent absence in a solution focused fashion. - Covid has impacted whole school attendance including attitudes to attendance and punctuality. PP Attendance is lower than that of non-PP; which is a focus moving forward. 	
Student support - pastoral leaders	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Pastoral leaders in each Key Stage to identify and support PP students with welfare, attendance, and emotional challenges. - Increased resilience in students. 	<ul style="list-style-type: none"> - Pastoral leaders have been aware of PP students and have supported them in a range of ways which include mental health and behaviour support - We have maintained high standards and expectations in behaviour this year. This was particularly challenging to manage and deal with due to the restrictions of Covid, making school detentions and consequences such as inclusion a focus to resolve. - Detentions became whole school and after school only, with social time being a logistical challenge. - Strategies used this year include; conduct cards, restorative justice, rewards, and sanctions. This has resulted in a calm, purposeful, happy environment with high quality teaching. - We have developed the Abbeyfield Learner, 3 R's -Resilience, Respect and Responsibility, this forms part of the support package to help students move from 	



			lockdown back into good routines and approaches to learning both in and out of school.	
Extended welfare services support	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Referrals to relevant agencies, which include CAMHS, counsellor, school nurse etc. - Improve confidence, engagement, aspiration, and resilience. 	<ul style="list-style-type: none"> - Pastoral support response to the welfare needs of the student body has been fantastic. Referrals to support agencies have increased as maybe expected - Pastoral leaders working with focussed groups of students in all key stages to build on resilience and engagement on the exit of covid lockdown has again been a significant strength of the school. 	
Parental Engagement	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Increased parental support and involvement in child’s education and development – positive motivational impact on students - Regular contact with parents keeping them directly informed of events. Advance booking available for parents’ evenings and alternative meetings arranged if necessary. - Increased parental awareness of career pathways and options available helps to raise parental aspirations for their children. - Parental support course (1 STOP) offered first to PP parents - Explore possibility of disad. showcase event (celebrate work and achievements) 	<ul style="list-style-type: none"> - STOP Parenting course had been postponed during 2020-21. Pastoral/course leader liaised with cohort of parents remotely to offer distance support prior to the course in 2021-22 starting 	
CIAG sessions	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Year 9 options and careers guidance. - KS4 – Year 11 – 6th Form days and information and Wiltshire College liaison and visits for targeted students. - Students to engage in their future with SLT and Senior Leaders. - Students able to make more informed choices for future plans. 	<ul style="list-style-type: none"> - All students Yr. 11 have met with SLT to discuss future pathways post 16. - HoY and Pastoral lead (Yr11) have continued to liaise with Colleges (post 16) and have offered advice and links to enable students to transition onto the most appropriate pathways. 	
Building positive relationships programme	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - To develop an enhance parental engagement and relationships to create positive impact for students learning and educational experience. - All staff to foster positive relationships with parents and carers when contact is made regarding school. 	<ul style="list-style-type: none"> - School ethos engendered to build positive working relationships with parents and students and to focus on getting students to find a love of learning. 	
Primary transition	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Year 6 and 7 transition co-ordination team to liaise with feeder schools, promote opportunities and aspirations at Abbeyfield. 	<ul style="list-style-type: none"> - Excellent 6-7 transition, successful summer school with superb attendance. Transition week was used to teach students coming to Abbeyfield the core values of the school and the routines in place within the academy. - Year 7 students have been supported well and have transitioned into school life. 	



		<ul style="list-style-type: none"> - Transition team to liaise with feeder schools to create smooth transition for prospective students and to ensure that students are school ready. - School ready packs to be received by PP students. - Up to date information in a range of mediums for prospective parents and students to access. - Online transition support videos available for Year 6 induction. - Opportunities for students to purchase and collect uniform. 	<ul style="list-style-type: none"> - Behaviour & rewards are positive and students who need additional support have been identified swiftly with intervention in place. 	
Trip opportunities	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Enhanced cultural capital of students. - PP students to pay 50% of main cost. - Trips may not run this academic year due to Covid restrictions, but are normally charged at 50% for PP students – in most cases – Skiing is not funded. 	<ul style="list-style-type: none"> - School trips have been on hold and have not been able to run due to Covid restrictions. Staff are still planning trips in preparation for when they can go ahead again. 	
Music lessons	Tier 3 approach – Wider Strategies. Non-academic barriers to success in school.	<ul style="list-style-type: none"> - Subsidised music tuition for PP. 	<ul style="list-style-type: none"> - Music tuition for PP students, developing and furthering skills and cultural capital has been beneficial in improving engagement; and developing new skills. 	