

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Abbeyfield School, Chippenham
Number of pupils in school	730
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	1 st June 2022 4 th November 2022
Statement authorised by	Nick Norgrove
Pupil premium lead	Spencer Cutler
Governor / Trustee lead	Becky Sage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171605.00
Recovery premium funding allocation this academic year	£23165.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14713.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,483.00

Part A: Pupil premium strategy plan

Statement of intent

At Abbeyfield School we offer additional support to pupils from disadvantaged backgrounds in realising their potential and reaching their goals. The school utilises this money to ensure that disadvantaged pupils benefit from high quality teaching, curriculum, and pastoral support.

We have a dedicated team ensuring that our PP pupils are supported both academically and pastorally. Our aim is to reduce inequality and offer students a rich and individualised curriculum encompassing our whole school ethos.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our current attendance percentage for PP students is 83% (2021) compared to the rest of the school body of 90%. We have seen a decrease in attendance since the national lockdown and schools returned to face-to-face teaching. A recent student survey suggested that students found it difficult transitioning back into school after a prolonged period of time at home. We have also had several pupils take time off due to fears surrounding contracting Covid 19.
2	Our data suggests that boys P8 attainment is lower than girls. Although this is a national trend, our statistics demonstrate that we are performing under the desired target.
3	Our 2019 outcomes show that our PP outcomes are -0.76 performing under the national average of -0.44. Although these figures have significantly improved in 2020 and 2021, we recognise that there is a need to focus on improved outcomes particularly when formal examinations return in 2022.
4	We have recognised through student exit surveys that our disadvantaged students do not hold as high aspirations as our non-pupil premium students. We know that students with higher aspirations achieve greater outcomes compared to those that do not.
5	The national picture shows on average that students have a numeracy and literacy gap of 4.2 months and 2.6 months. This has been reinforced by our internal data which shows that our pupil premium students are not currently at age related reading, compared to those students who are not pupil premium.
6	Our student wellbeing surveys have identified a decline confidence, self-esteem, and resilience since the national lockdowns. We pride ourselves in ensuring that student wellbeing is a high priority but are facing challenges due

	to the aftermath of lockdown. This has resulted in a decline in attendance and engagement.
7	We recognise the importance of cultural capital and therefore understand the importance of enrichment opportunities. Due to the restrictions placed on trips during Covid, there is a need to enhance the enrichment provision offered.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve sustained improvement to attendance to ensure that we are in line with the national average.	By the end of 2024/5 the gap between PP and non-PP has closed by 5% using effective attendance strategies to encourage enhanced engagement with school.
To achieve sustained improved outcomes at KS4 in line with the national average or above. To include closing the gap between girls and boys.	Outcomes based on end of year internal assessments as well as KS4 outcomes. Targeted intervention in place for those students that require additional academic support.
Improved reading and comprehension among disadvantaged pupils across KS3.	By using our robust reading and comprehension programmes and effective monitoring, we will see less of a disparity between PP and non-PP students. Our reading schemes will see more student's actively reading for pleasure. Our mission statement for literacy will be that we aim for all students to reach their expected reading age.
To provide an enriched curriculum that is focused on cultural capital and greater opportunities for learning outside of the classroom.	We will pledge that our PP students attend at least one extracurricular trip each school year. We are also developing a programme of enrichment opportunities. We will gauge success based upon student feedback and attendance statistics.
To enhance the wellbeing of students in school, including the disadvantaged.	We anticipate that between 2024 and 2025 there will be sustained high levels of wellbeing among our student body, including our pupil premium students. This will be evidenced through student voice and parental surveys as well as ensuring that there are greater enrichment opportunities.
All students to have an enhanced careers programme starting at KS3. To include all PP	Exit surveys will inform the impact of the newly renewed careers education. We will

students receiving qualified guidance about their next steps at post 16.

see an improved aspirations which will lead to greater outcomes and post 16 choices.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 123,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition training for staff linked to Rosenshine and the whole school principles	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition This will ensure that staff are developing independent learners as evidence suggests that PP students make greater progress when being equipped with this level of independence.	3, 5
Additional recruitment into the core subject areas to allow for smaller class sizes and effective intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=What%20is%20it%3F-.Reducing%20class%20size%20is%20an%20approach%20to%20managing%20the%20ratio,pupils%20per%20teacher%20becomes%20smaller. This has allowed there to be smaller class sizes of fewer than 15, allowing for a more individualised curriculum and supporting our most vulnerable.	2, 3, 5
External CPD provided by PP specialists	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development The TDD trust research states that there is greater staff development when a theme is deployed among staff relating to CPD. Having a variety of a specialist teachers deliver CPD, including PP support allows staff to share best practice from other schools and evaluating new approaches.	2,3,4
Careers advisor for pupil premium students	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	1,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 61,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support By targeting intervention, there is an opportunity for effective smaller group work.	2, 3
Teaching resources including a toolkit and textbooks	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf Equipping students with the textbooks that they need has seen a rise in attainment, particularly in some subjects where annotations are key. A teaching and learning toolkit allows for greater engagement among some of our most vulnerable.	2,3
Homework club for PP	This is delivered each day of the week in a small group as well as a drop-in session. This is targeted at PP and those with additional SEN status. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2,3,6
Purchase of online programmes such as Kerboodle and Bedrock Learning	These resources are already having a positive impact on young people as we have since a positive increase in pupil reading ages since the start of September. https://bedrocklearning.org/blog/what-progress-do-students-make-on-bedrock/#:~:text=Bedrock's%20impact%20was%20shown%20to,%25%20and%2043%25%20improvement%20respectively.	2,3
Youth Sports Trust	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring This scheme is designed to assist students with confidence, wellbeing and leadership. This has been really effective in promoting character, positive role modelling and peer mentoring with younger students.	6,7

Summer School mentoring scheme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring We believe it is important to ensure that the transition between KS2 and KS3 is smooth. This scheme now provides us with settled starts to the year which has delivered improved attendance statistics for Year 7.	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Our mentoring programmes have seen a rise in student disclosures. This has meant that we have been able to offer support for both young people and their families, removing any barriers to their learning.	2,3
Raise the bar	https://raisethebar.co.uk/ Ks3 Intervention to help develop positive behaviours, encourage understanding of self and perceptions of others.	6
Turing room	This provision allows students to take time out of their day to refocus. Early indicators suggest that this has had a positive impact on wellbeing and behaviour due to the reflective process. https://educationendowmentfoundation.org.uk/news/eef-blog-structured-support-for-independent-learning	4,6
IAspire reward scheme	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation Reward trip at the end of the year. https://educationendowmentfoundation.org.uk/news/eef-blog-incentives-and-education-what-can-we-learn-from-trials-in-schools	1,2,7

Total budgeted cost: £ 209,483.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Abbeyfield School - Student Premium Spend Review 2020-21	
Aims	Outcome
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.	

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

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

Focus	Link to EEF Guidance	Actions	Impact	R/A/G					
PP Leadership		<p>Disadvantaged Lead in post to have:</p> <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 <p>To liaise with transition lead to prioritise early intervention strategies for the new intake</p>	<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	<p>Tier 1 approach – Teaching.</p> <p>Ensure funding is spent on improving teaching</p>	<ul style="list-style-type: none"> - PP “High Expectations” initiative to be launched whole school by DMW. o Rigorous QA model – analysis in departments via PP Champions. 	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 40px; height: 40px;"></td> <td style="width: 40px; height: 40px; text-align: center;">2018</td> <td style="width: 40px; height: 40px; text-align: center;">2019</td> <td style="width: 40px; height: 40px; text-align: center;">2020</td> <td style="width: 40px; height: 40px; text-align: center;">2021</td> </tr> </table>		2018	2019	2020	2021	
	2018	2019	2020	2021					

<p>and learning in the classroom.</p>	<ul style="list-style-type: none"> 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 – mainly UPS holders – in order 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. - More in house peer to peer observations within departments. 	<table border="1" data-bbox="927 159 1366 277"> <tr> <td>Dis-Ad</td> <td>- 0.37</td> <td>- 0.73</td> <td>+0.19</td> <td>- 0.13</td> </tr> </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 large 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. - A recent EEF study shows that feedback has 'no impact on PP progress'. In fact, where schools are very 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) 	Dis-Ad	- 0.37	- 0.73	+0.19	- 0.13	
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			<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 don't like others to know. They don't always find the extra feedback helpful as it's 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.• Focused tutoring for disadvantaged students	
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			<ul style="list-style-type: none"> - The school operates an “Open door” policy to support staff at all times. Senior Leadership Team regularly drop into lessons throughout the week and record findings on the QA database; which build s a picture of WWW & 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 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. 	
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			<ul style="list-style-type: none"> - 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 using external partners</p>	<p>Tier 1 approach – teaching. Ensuring an effective teacher is in front of every class.</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"> o External research and classroom practise to be cascaded to departments via the PP Champions. o 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 	<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; <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. 	

		<p>after research by ELJ.</p> <ul style="list-style-type: none"> - Online links with schools where face to face meeting is not possible. 	<ul style="list-style-type: none"> • Monitoring the progress of disadvantaged students within their faculty - 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. 	
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"> o Staff will implement the training – tutors to assess impact of structured conversations and ensure that students are monitored regularly. o Use of structured conversations – targeting parents and students to engage in conversations about learning. o 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 	<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 met at all times. 	

		Carousel Training follow up.		
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. o MYE Co-ordinator to maintain an up to date register for MYE. o MYE Co-ordinator to be fully involved in data drops. o Ensure that students are supported to reach academic potential and support personal wellbeing. - Track academic progress and monitor pastoral data and intervention. - Data lead approach to intervention for MYE students. 	<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 in order for this to be successful and to verify outcomes. - This role needs redeploying for 2021-22 and continuation to support this group of students 	

2020-21 Review - Tier 2 - 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. 	<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 	

		<ul style="list-style-type: none"> - 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 also allow for social interaction time afterwards. - Assisting Literacy and Numeracy Co-ordinators to help identify priorities and strategies for projects throughout the year. - 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. 	<p>scores using the Star Reader program. This showed a 60% increase on previous reading age scores.</p> <ul style="list-style-type: none"> - 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. <p>- 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.</p> <p>Staff received additional reading & literacy training in June's twilight sessions</p> <ul style="list-style-type: none"> - KS3 Reading Challenge in Term 6 called the "2021 Summer Sports Reading Challenge" - 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 <p>- We also ensured that independent reading</p>		
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			<p>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.</p> <ul style="list-style-type: none"> - 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 hasn't 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</p>	

			<p>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. - 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"> - 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. - 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 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 a number of 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 of our AP 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 a number of factors – engagement of students 	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	

		and impact of the intervention.		
Mentoring	Tier 2 approach – Targeted Academic Support. Targeted one-to-one support or small group support.	<ul style="list-style-type: none"> - Colleagues invited to mentor students one-to-one. - 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"> - Equipment for school and learning has been resourced and given to all PP students - 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 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. 	<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 	

		- Then after sessions, students to self-assess again.	had a renewed approach to learning, school and self.	
<p>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.</p>				
Focus	Link to EEF 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. - This will include cookery, repairs etc. that are life skills based. - Abbeyfield staff to be identified to deliver these sessions on a paid basis. 	<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. 	
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 in order 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 very 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 	

			<p>resulted in a calm, purposeful, happy environment with high quality teaching.</p> <ul style="list-style-type: none"> - 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 	<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 	

		<ul style="list-style-type: none"> - Explore possibility of disad. showcase event (celebrate work and achievements) 		
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. - 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. 	<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. - Behaviour & rewards are positive and students who need additional support have been identified swiftly with intervention in place. 	

		<ul style="list-style-type: none"> - Opportunities for students to purchase and collect uniform. 		
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. 	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sparton's boxing programme: This is used with students who needed additional behaviour support.	Sparton's gym
External enrichment programme	Various

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We dedicated a proportion of our funding to allocate time to our Pastoral support team who ran sessions dedicated to service children.
What was the impact of that spending on service pupil premium eligible pupils?	We saw a slight increase in attendance and the student feedback was overwhelmingly positive.