

# Pupil premium strategy statement: Abbey Grange Academy, Leeds

1. Summary information					
School	Abbey Grange Academy				
Academic Year	2018/19	Total PP budget	£270,215	Date of most recent PP Review	January 2018
Total number of pupils	1,191	Number of pupils eligible for PP	289 (24.3%)	Date for next internal review of this strategy	November 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Grade 5 or above in English and maths GCSEs (2017/18 only)	61.4%	49.4% (non-disadvantaged pupils)
Progress 8 score average (from 2017/18)	+0.31	+0.11
Attainment 8 score average (from 2017/18)	49.61	49.8 (non-disadvantaged pupils)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
A.	The percentage of disadvantaged students not meeting national reading expectations on entry to the Academy is much higher than non-disadvantaged students; this prevents them from making good progress. (25% of PP below 100 compared to 15% non PP)
B.	The Progress of disadvantaged students (although higher than non-disadvantaged students nationally) is lower on average than the non-disadvantaged students within the Academy (+0.31 in 2018 compared to +0.47)
C.	There is evidence that our disadvantaged students express a significant lower sense of well-being, safety and comfort in school than the non-disadvantaged students in the Academy and nationally.
D.	There is evidence to show that overall the general work ethic of disadvantaged students at our Academy is lower than that of their non-disadvantaged peers and well below the national average.
<b>External barriers</b>	
E.	Overall attendance rates for students eligible for PP are persistently below the target for all children of 97% and on average below non PP students at Abbey Grange Academy. This reduces their school hours and leads to less progress being made.
4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Disadvantaged students make rapid progress in their reading and the difference between them and their peers is diminished
	Eligible students are at least meeting national expectations

<b>B.</b>	Progress of disadvantaged students continues to improve at a faster rate than their non-disadvantaged peers	The Progress 8 score for disadvantaged is higher than +0.31 and the gap between PP and Non-PP at Abbey Grange is less than 0.16
<b>C.</b>	Students enjoy school and feel confident and safe. Eligible students have increased enrichment opportunities.	Pupil Attitude to School Survey (PASS) shows improved attitudes of eligible students to school and attitudes that closely match those of their non-eligible peers. Eligible students will have increased participation in enrichment activities.
<b>D.</b>	The behaviour data of PP students match that of non-PP students	There is a reduction in the difference in the number of fixed term exclusions between eligible and non-eligible students. Other behaviour indicator gaps are also diminished
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves and are meeting the whole school target of 97%

## 5. Planned Expenditure

Educate					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The quality of teaching and learning is outstanding	Layered CPD to support staff and is triangulated with performance development, assessment and outcomes to ensure a full profile of teaching and learning securing a progressive, developmental and research rich approach. A particular focus on developing 'metacognition'.	EEF teaching and learning toolkit and research demonstrates the importance of 'quality first' teaching in improving outcomes. Research on metacognition shows very good progress gains and especially with disadvantaged students. Higher quality teaching has even more of an impact with disadvantaged students.	<ul style="list-style-type: none"> <li>○ Ensure all teachers undertake CPD into a key T&amp;L lever</li> <li>○ QA of standards and responses to it</li> </ul>	<ul style="list-style-type: none"> <li>○ Assistant Principal (T&amp;L)</li> </ul>	June 2019
The quality of teaching and learning is outstanding	A whole school focus on improving the outcomes for the most able students through the increase of challenge.	Abbey Grange HAP students have progressed at a good rate over the last 2 years but national data/studies show this group of students make slow progress. Therefore, keep the momentum going and focus on this key group of students.	<ul style="list-style-type: none"> <li>○ HAP continues to be identified and progress discussed in data analysis. Further additional analysis of PP figures by ability band to identify any differences</li> <li>○ New More able policy taking into account PP</li> </ul>	<ul style="list-style-type: none"> <li>○ Associate Assistant Principal</li> </ul>	June 2019

<p>Literacy and numeracy is no longer a barrier to learning</p>	<p>A variety of approaches to improve the skills in these areas of students across all age groups</p>	<p>OFSTED (2015) identified poor literacy teaching as a barrier to achievement. EEF toolkit suggests targeted 1:1 tuition matched to specific students with particular needs can be effective.</p>	<ul style="list-style-type: none"> <li>○ Improve the teaching of literacy and numeracy across all subject areas (promotion of techniques, training for staff and quality assurance of the implementation)</li> <li>○ The use of interventions (e.g. AR) to develop, enthuse and equip students with the necessary skills</li> <li>○ Variety of targeted interventions for students who are not yet a minimum required standards</li> <li>○ All PP students to undertake a 'Dyslexia screener' and work with a member of staff on an intervention programme (e.g. Toe by Toe) as required</li> <li>○ Targeted students to undertake Catch-up Literacy</li> </ul>	<ul style="list-style-type: none"> <li>○ English Lead Practitioner</li> <li>○ Maths Lead Practitioner</li> <li>○ Literacy Progress Leader</li> <li>○ Numeracy Progress Leader</li> <li>○ English Intervention Mentor</li> <li>○ SENCO</li> </ul>	
<p>Improving students as independent learners</p>	<p>All PP students in years 7,8 and 9 are provided with an iPad</p>	<p>Improved access to knowledge and independent learning</p>	<ul style="list-style-type: none"> <li>○ Clear policy on usage and an iPad Champion in each department</li> <li>○ All staff training on effective use</li> </ul>	<ul style="list-style-type: none"> <li>○ Head of Digital Services</li> </ul>	<p>June 2019</p>
<p>Improving students as independent learners</p>	<p>Develop the use of an online homework planner (Milk planner) to improve the quality and consistency of homework</p>	<p>The EEF identify the impact of homework on learning as 'consistently positive leading to an average five months' additional progress'</p>	<ul style="list-style-type: none"> <li>○ Monitoring of the setting of homework and the feedback on challenge from students</li> </ul>	<ul style="list-style-type: none"> <li>○ Assistant Principal (T&amp;L)</li> </ul>	<p>June 2019</p>

The quality of teaching and learning is outstanding	Teachers are focussed on the outcomes of disadvantaged students and seat them in the optimum position in the classroom to help them progress. All members of staff use a data driven seating plan (classcharts) for every lesson and given extra support to disadvantaged students	EEF teaching and learning toolkit and research demonstrates the importance of 'quality first' teaching in improving outcomes	<ul style="list-style-type: none"> <li>Seating plans are monitoring on classcharts</li> <li>Learning walks and student questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (T&amp;L)</li> <li>Assistant Principal (achievement &amp; inclusion)</li> </ul>	May 2019
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### Budgeted Costs

£79,500

### Nurture

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance rates for eligible PP students improves to the same as non-eligible students	<p>A new attendance strategy has been created and implemented from September 2018</p> <p>Additional member of staff working in the attendance team in September 2018</p>	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> <li>Half termly reports.</li> <li>Regular Attendance and academic improvement data.</li> <li>Weekly SLT updates</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (behaviour &amp; attendance)</li> </ul>	May 2019
Improved behaviour for learning	<p>Further develop the behaviour system and the recording of behaviours (using Classcharts)</p> <p>Identify a targeted behaviour intervention for identified students</p>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<ul style="list-style-type: none"> <li>SENCO works closely with TA's who are trained in specialisms (e.g. anger management) to target specific support to the identified students.</li> <li>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</li> </ul>	<ul style="list-style-type: none"> <li>SENCO</li> <li>Assistant Principal (behaviour &amp; attendance)</li> </ul>	May 2019

Increase self-confidence and motivation of students	Termly positive focus for 50 PP students at 'Principal's Brunch'	To increase the profile of the students and raise self esteem	<ul style="list-style-type: none"> <li>10 eligible students from each year group are selected every term. Staff provide positive comments for these and students hear these at a 'Principal's brunch'. These comments are also sent to parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (achievement &amp; inclusion)</li> </ul>	June 2019
CLA students are happy and cared for within the Academy and in a better position to progress	Our Academy has a specialised unit on our premises where our vulnerable students can go to learn and seek support. There are a range of clubs and activities that students can access on a daily basis. CLA students receive a daily mentoring meeting to guide and support them through academy life.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<ul style="list-style-type: none"> <li>SENCO and Head of Pastoral Care monitor the work undertaken by specialist TA's</li> </ul>	<ul style="list-style-type: none"> <li>SENCO</li> <li>Head of Pastoral Care</li> <li>Family worker</li> </ul>	June 2019
Identify students for provision and carefully track the success of the provision	Further embed the use of a provision tracking system (Provision Map)	There is no point undertaking a provision if it doesn't work. Track carefully the allocation of the PP grant more carefully	<ul style="list-style-type: none"> <li>Training of the system to be conducted by Assistant Principal, to be rolled out systematically and checked frequently</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (achievement &amp; inclusion)</li> <li>SENCO</li> </ul>	June 2019
Improved attitudes and confidence of key vulnerable students	The use of FFT 'alerts' to create a key focus group of students who have access to a mentor and are monitored closely	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective	<ul style="list-style-type: none"> <li>Regular update meetings about the progress of these key group</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (achievement &amp; inclusion)</li> </ul>	June 2019
Students enjoy school and feel confident and safe	Form tutors meet with the eligible students in their form and complete a 'Pupil Passport' through the discussions in the meeting. The Pupil Passports are accessed by all teaching/support staff who are in contact with the student through Classcharts to help build relationships	To increase the profile of the students and raise self esteem	<ul style="list-style-type: none"> <li>Monitoring of the passports and the use of them</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (achievement &amp; inclusion)</li> </ul>	May 2019

**Budgeted Costs**

**£180,000**

Empower					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise self-esteem of our year 10 students	The Academy use peer mentoring and business mentoring (Make the Grade Programme) to support PP students to raise aspirations and develop a clear set of specific and measurable medium and long term targets for success. Level Partnership work.	EEF identifies that there is 'some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress from mentoring	<ul style="list-style-type: none"> <li>○ The programme is led by an experienced provider (Ahead Partnership) and overseen by the PHSE Teaching and Learning Leader and an Abbey Manager</li> </ul>	<ul style="list-style-type: none"> <li>○ Assistant Principal (achievement &amp; inclusion)</li> <li>○ PHSE Teaching and Learning Leader</li> </ul>	May 2019
Improved progress for all students	<b>Data Tracking through SISRA</b> The academy uses a detailed tracking system to accurately assess the attainment and progress of all our students and provide accurate assessment data to our parents/carers. PP data is accurately analysed and intervention strategies implemented as required for each year group.	The academy has a robust set of procedures in place to monitor the progress of students using a nationally recognised analysis system called SISRA. This allows staff to identify underachievement early to that relevant intervention can be implemented.	<ul style="list-style-type: none"> <li>○ PTP data and specific PP gap analysis.</li> <li>○ Departmental PTP reports and intervention spreadsheets.</li> <li>○ Whole academy PP provision tracking spreadsheet.</li> </ul>	<ul style="list-style-type: none"> <li>○ Vice Principal</li> <li>○ Assistant Principal (achievement &amp; Inclusion)</li> <li>○ Achievement Directors</li> </ul>	June 2019
Students to have clear and aspirational career paths	All PP to have meetings with careers advisor	Students to have a clear plan for their futures	<ul style="list-style-type: none"> <li>○ Meeting with careers advisor and a clear plan is identified to reach an aspirational career path. The use of Provision Map to track and record outcomes of the meetings</li> </ul>	<ul style="list-style-type: none"> <li>○ PHSE Teaching and Learning Leader</li> </ul>	June 2019
Raise self-esteem	Provide resources and access to enrichment activities as required	To remove any barriers to learning and enrichment opportunities	<ul style="list-style-type: none"> <li>○ Tracking through Provision Map</li> </ul>	<ul style="list-style-type: none"> <li>○ Assistant Principal (achievement &amp; Inclusion)</li> </ul>	
Budgeted Costs					
					<b>£10,715</b>

