

Abbey Grange Academy Pupil Premium Strategy Statement 2019-2020 and 2018-2019 Impact Statement

School overview

Metric	Data
School name	Abbey Grange Church Of England Academy
Pupils in school	1,262
Proportion of disadvantaged pupils	24.3%
Pupil premium allocation this academic year	£280,000
Academic year or years covered by statement	2019-2020
Publish date	December 2019
Review date	September 2020
Statement authorised by	Jon Norden
Pupil premium lead	Garth Watson
Governor lead	Charles Glenn

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.12
Ebacc entry	70.5%
Attainment 8	4.33
Percentage of Grade 5+ in English and maths	31%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	+0.30	September 2020
Attainment 8	5.00	September 2020
Percentage of Grade 5+ in English and maths	40%	September 2020
Other	Improve attendance and persistent absence so that it is above that of nation 'other'	September 2020
Ebacc entry	Better national average EBacc Entry for all pupils	September 2020

Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve quality first teaching across the Academy
Priority 2	Increase the quality and frequency of homework
Barriers to learning these priorities address	Evidence shows that good teaching has even more impact on the progress of disadvantaged students. EEF evidence shows that homework makes an impact on the progress of disadvantaged students.
Projected spending	£80,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged pupils
Priority 2	Numeracy interventions across KS3 for low attaining disadvantaged students
Barriers to learning these priorities address	Students with more literacy and numeracy skills struggle to access the curriculum and are therefore less likely to make good progress.
Projected spending	£20,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed a new attendance strategy
Priority 2	Increase the amount of cultural capital opportunities
Barriers to learning these priorities address	If students are not in school then it impacts on their progress. Evidence shows that cultural capital increases students life chances.
Projected spending	£180,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff CPD and QA processes assist with staff development	INSET day devoted to teaching and learning and many departmental meetings focussed on Learning inquiry's. QA calendar created to ensure consistency.

Targeted support	Ensuring enough capacity for literacy and numeracy interventions	Employment of a new maths intervention lead and more focus on disadvantaged students by the literacy intervention lead and teaching assistants
Wider strategies	Engaging the students facing most challenges	Using pastoral support to work closely with engaging the students

Review: last year's aims and outcomes

Aim	Outcome
Increased attendance rates for pupils eligible for PP	Overall disadvantaged attendance improved from 93.3% to 94.1%. Persistent absence improved from 15.6% to 14.5%
Progress of disadvantaged students continues to improve at a faster rate than their non-disadvantaged peers	The P8 score of disadvantaged students is +0.12 which is slightly higher than non-disadvantaged nationally
The behaviour data of PP students match that of non-PP students	The rate of fixed term exclusions dropped from 10.4% in 2017/18 to 2.0% in 2018/19. This was lower than the school's overall rate of 2.2%. The national 'all' figure was 10.1% in 2017/18. The disadvantaged students 'positive' to 'negative' behaviour points ratio was slightly lower than our non-disadvantaged at 89% to 92%