

Pupil premium strategy statement

School overview

| Metric | Data |
|---|--|
| School name | Abbey Grange Church Of England Academy |
| Pupils in school | 1,259 |
| Proportion of disadvantaged pupils | 24% |
| Pupil premium allocation this academic year | £261,000 |
| Academic year or years covered by statement | 2020 - 2021 |
| Publish date | |
| Review date | |
| Statement authorised by | Jon Norden |
| Pupil premium lead | Heidi Fairbrother |
| Governor lead | Charles Glenn |

Disadvantaged pupil performance overview for last academic year

| | |
|---|-------|
| Progress 8 | +0.24 |
| Ebacc entry | 45.1% |
| Attainment 8 | 4.40 |
| Percentage of Grade 5+ in English and maths | 39.2% |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---|--|----------------|
| Progress 8 | +030 | 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 of homework and feedback |
| Priority 3 | Ensure any lockdown teaching resources are accessible and relevant for all students. |
| Barriers to learning these priorities address | <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>EEF evidence shows that homework makes an impact on the progress of disadvantaged students. The broader evidence suggests that the quality of homework is more important than the quantity. Pupils should receive specific and timely feedback on homework.</p> <p>Access for all during any long term lockdown.</p> |
| Projected spending | £90,000 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Literacy interventions across KS3 for low attaining disadvantaged pupils. This will include a whole school reading comprehension strategy. |
| Priority 2 | Numeracy interventions across KS3 for low attaining disadvantaged students |
| Barriers to learning these priorities address | <p>Students with lower literacy and numeracy skills struggle to access the curriculum and are therefore less likely to make good progress.</p> <p>Reading comprehension approaches deliver an additional six months' progress to most students.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> |
| Projected spending | £40,000 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Attendance action plan |
| Priority 2 | Increase the amount of cultural capital opportunities |
| Barriers to learning these priorities address | <p>If students are not in school, then it impacts on their progress.</p> <p>Cultural capital refers to the social and cultural knowledge that can help a student make progress. Evidence shows that cultural capital increases students life chances through</p> <p>Objective: cultural goods, books, works of art Embodied: language, mannerisms, preferences Institutionalised: qualifications, education credentials Technical: marketable skills, e.g. IT Emotional: empathy, sympathy (things businesses might look for in employees in management positions)</p> <p>National: ‘operates on the assumption of the existence of traditions, in both high and popular culture, which generate and justify a sense of belonging and an occupancy of a governing national position</p> <p>Subcultural: Groups built around cultural specifics, where individuals need particular cultural knowledge and behaviours to belong to the sub-set.</p> |
| Projected spending | £131,000 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|----------|--|--|
| Teaching | <p>Consistent approaches to T & L ensure high quality first teaching which enables PP students to make good progress.</p> <p>QA of quality of homework</p> <p>Lockdown resources</p> | <p>QA cycles to identify quality first teaching and share good practice</p> <p>ML aware of the need to track the progress of PP students</p> <p>AD to sample half termly</p> <p>Academy approach to quantity and quality</p> |

| | | |
|------------------|---|--|
| Targeted support | Literacy and numeracy interventionists in place to offer small group intervention/tutoring | Cohorts to be reviewed half termly by HODs. Use of technology for intervention |
| Wider strategies | Attendance monitored on daily, weekly and half termly basis. Cultural Capital is woven through the whole curriculum. | Forensic analysis of this data ensures that students are identified for rapid intervention. Year managers to work with attendance team to deliver support. Reviewed half termly by SLT |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| Improve teaching and learning to help close the attainment gap | Good progress was made by our students at Abbey Grange. This was a year without exams but the Centre Assessed grades indicated good progress by PP students of a P8 score of +0.24. |
| Create rapid gains in numeracy and literacy | A more focussed use of Accelerated Reader was introduced in September 2019 and the use of Catch Up literacy. We invested in a new system (Lexia PowerUP) to be used with up to 100 key students, this system was just implemented before lockdown so its impact was negligible. The system has been relaunched in September 2020. |
| Increase the attendance of PP students and enhance cultural capital opportunities | Attendance before Covid19 lockdown had improved. PP were at 94% overall and PA at 8.4%. The PA rate had improved by over 6% from the previous year. A number of new cultural opportunities had been introduced (e.g. Theatre visits) but many planned events were cancelled due to lockdown. |