

Abbey College – Pupil Premium Strategy Statement

Schools and Academies receive a Pupil Premium grant to support their work in tackling underachievement by disadvantaged pupils. The Pupil Premium allocation is received for each child who has been registered for free school meals within the last six years, for each child who has been in continuously looked after care for six months and for each service child within the past four years.

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per free school meals (FSM) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. (DFE website)

School overview

Detail	Data
School name	Abbey College, Ramsey
Number of pupils in school	1042
Proportion (%) of pupil premium eligible pupils	26.4% (275 Students)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Andy Christoforou, Headteacher
Pupil premium lead	Janet Oswell, Assistant Headteacher
Governor / Trustee lead	Alan Dods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268 500
Recovery premium funding allocation this academic year	£65 954
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£334 454

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We are working to:

1. ensure all PP learners make progress in line with their peers
2. ensure all students receive additional and specialised interventions so they can make informed choices about the next stage of their learning
3. ensure all PP learners have the opportunity to enhance their experiences and cultural capital in line with their peers.

Challenges

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

Challenge number	Detail of challenge
1	PP pupils make less progress and attain less than non-PP pupils with a P8 gap of 0.3 in 2023. NGRT results with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. In 2023 the average difference between PP and non-PP is positive with the PP students 3 months ahead. (89% of PP students tested and 97% of non-PP). Reading comprehension and fluency impacts progress in all subjects. The attainment of disadvantaged pupils nationally is generally lower than that of their peers.
2	Male PP pupils make less progress than non-PP pupils. With a P8 gap between the cohorts of 0.3 for females and 0.34 for males.
3	PP pupils are more likely to require support to respond to social and emotional issues. PP students continue to be overrepresented in ATR system therefore are not able to access quality first teaching in a consistent way 37% of tells are given to PP students.
4	PP pupils have low aspirations and weak understanding of potential career pathways and this is shown in their PASS survey where PP students score lower than non-PP across most categories. There were particularly large differences for confidence in learning and preparedness in learning.
5	PP students lack access to resources (at home or in school), to achieve grades or progress in line with non-PP students. Students in receipt of FSM (and FSM6) are less likely than their peers to have access to resources needed.
6	Low attendance. Non-PP have an overall attendance of 97.02% and PP students have an attendance of 90.91% This gives a gap of 6.11% to close.
7	PP pupils are less likely to have had wider opportunities to build their 'Cultural Capital'.

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
Ensuring PP pupils are at least in line with their peer's attainment across the curriculum. Especially in the EBaac area.	<p>By 2023/2024 the number of PP students taking the EBaac pathway will increase ensuring they have a broad, balanced and challenging curriculum. All students will have access to the EBaac curriculum as MFL becomes a core subject area. 2023/2024 KS4 outcomes demonstrate pupils achieve</p> <ul style="list-style-type: none"> • An average Progress 8 is between 0.2 - 0.4 • Progress 8 of PP and non-PP students is in line with each other.
To bring the literacy of PP pupils in line with their peers.	<p>Students reading comprehension and spelling will improve, reducing the gap between PP and non-PP learners. This will be measured using reading comprehension tests, spelling tests. Currently we have a 1 year gap in reading age between our PP and non-PP students across Year 8 – 10.</p>
To secure high quality teaching that meets the needs of all disadvantaged students.	<p>Staff will implement a T&L policy that is creative, challenging and experimental which features:</p> <ol style="list-style-type: none"> i. Metacognition ii. Assessment for learning iii. Retrieval skills iv. Rosenshine's principles v. Vocabulary acquisition <p>A CPD toolkit will be developed to support staff to challenge all students including PP pupils. This will be evidenced by lesson observation, PASS survey (100% of PP students in 21st – 100th percentile) and exam data analysis (An average Progress 8 is between 0.2 - 0.4)</p>
Students to engage with their learning, enrichment opportunities and their potential future progression routes.	<p>Career pathways are easily accessible for all and readily provided. Confidence and therefore aspirations grow as a result, which is shown in the Academy NEET figure. This will impact upon a greater proportion of PP students attending aspirational post 16 destinations. Unifrog will provide evidence to show the impact of the</p>

	careers opportunities. And no student will become NEET.
PP students to have full access to resources (in school and at home)	PP students provided with a range of resources, which enable them to fully access the curriculum
To improve attendance for all pupils and bring PP students in line with non PP students.	Close gap between attendance and punctuality of PP pupils through rigorous tracking and support from pastoral teams. Attendance and punctuality of PP pupils to be in line with all pupils nationally (88.8%) and School target. Whole school attendance is above 94% The gap between PP and non PP is less than 2% Persistently absent PP pupils are in line with non-PP pupils.
Support to access extra-curricular activities, trips and events both in the academy and outside	Proportionate number of PP and non-PP pupils attending extra-curricular activities, trips and visits to develop Cultural Capital
To ensure an improvement in student wellbeing for all pupils. PP students and non-PP students wellbeing should be in line.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: PASS survey – all PP students in Year 7 and 8 to be within the 21 st – 100 th percentile for each PASS category. Performance Learning Survey – all PP students in Year 9 – 11 move to moderate, low or no alert category across the year. Parent view – 100% agree or strongly agree to parent view question 1, 2 &3. Student voice – 80% state wellbeing and support offered is good or better.

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: £167 227

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To secure high quality teaching that meets the needs of all disadvantaged students.</p> <p>Staff will implement a T&L policy that is creative, challenging and experimental which features:</p> <ol style="list-style-type: none"> i. Metacognition ii. Assessment for learning iii. Retrieval skills iv. Rosenshine's principles v. Vocabulary acquisition <p>A CPD toolkit and training will be developed to support staff to challenge all students including PP pupils.</p>	<p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium'. EEF</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>Metacognition and self-regulation EEF</p>	1, 2
<p>Plan and deliver an extensive programme of CPD for all staff to recognise our ambition of becoming a beacon of excellence in teaching and learning.</p>	<p>Quality teaching for all has the greatest impact on raising level of progress of all pupils, and especially disadvantaged pupils, according to EEF Toolkit (2019).</p> <p>'Providing opportunities for professional development on whole class teaching—for example, to support curriculum planning to challenge all pupils—is likely to be valuable. This will be coordinated to match the research provided by the Putting Evidence to Work - A School's Guide to Implementation EEF (</p>	1, 2
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools EEF guidance.</p> <p>We will fund professional development and the whole school literacy strategy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment.</p> <p>Reading comprehension strategies EEF Small group tuition EEF</p>	1, 2

<p>This will take place in form time and English lessons in addition to the bottom 10% gaining additional literacy support.</p>		
<p>Purchase of standardised academic and wellbeing diagnostic assessment. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF Blog: Measuring up - helping teachers to assess better EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3 & 4</p>

Targeted academic support

Budgeted cost: £83 613.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of literacy champion to implement the whole school literacy policy and broaden the reading materials and comprehension of students which will improve literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools EEF guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment. Reading comprehension strategies EEF</p>	<p>1,2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers and male.</p>	<p>Small group tuition has been shown to increase progress for low attaining pupils by up to four months (EEF). By carefully selecting the intervention area pupils participate in can specifically address their needs. One to one tuition EEF Small group tuition EEF</p>	<p>1,2</p>
<p>Ensure all students including PP learners have a careers education that delivers the following: Embedded career links in the curriculum One to one guidance Work experience Access to careers programme from Yr7 – 13 Tracking, monitoring and intervention programme</p>	<p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance. Good Career Guidance Education Gatsby Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. Aspiration interventions EEF</p>	<p>4</p>

Wider strategies

Budgeted cost: £83 613.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP students to have full access to resources (in school and at home). Uniform, PE kit, essential revision guides, catering ingredients, calculators, cameras, art kits, laptop and internet access to remove barriers to learning or attendance. Ensure that funding 'attached' to PP students is strategically planned and impactful.</p>	<p>Providing a range of resources to PP students removes the barrier to fully access the curriculum.</p>	<p>5</p>
<p>The development of the Raising standards leads role to raise standards in behaviour, attendance and pastoral concerns. The RSL will plan and monitor interventions with a team of tutors. Whilst also celebrating and promoting Abbey College Spirit. The RSL will be a key member in the delivery of the tutor programme.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions EEF The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. National Centre for Education Statistics, Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data - Why Does Attendance Matter?</p>	<p>3, 4 & 6</p>
<p>Specialist raising standard lead in Year 7 to support the transition of students. Students will benefit from specially trained tutors and RSL who deliver a bespoke tutor programme as well as monitoring behaviour, attendance, achievements and wellbeing.</p>	<p>The Year 7 raising standards lead is not teaching staff and has a strategic view over the year group with a specialist team of tutors. Students benefit from a bespoke transition programme and analytical monitoring of factors that affect attainment. Behaviour interventions EEF Aspiration interventions EEF Summer schools EEF</p>	<p>3, 4 & 6</p>
<p>Introduction of the Scholars programme and OOP programme to increase the cultural capital and aspirations of all students including PP students. Children's University – external Provider Raising achievement among HAP PP students</p>	<p>The scholar's curriculum increases the aspirations of all students but especially PP students with the addition of the Children's University. The Children's University program encourages HPA students in Year 7 and 8 to attend OOPs, participate in trips and reflect on what they have learnt in many activities outside the classroom. They meet weekly: to record their progress and/or here from a speaker or</p>	<p>4, 5 & 7</p>

	<p>complete an activity to extend their learning of a subject area.</p> <p>The Other Opportunities Programme runs across KS3 and provides enrichment of the curriculum and cultural capital to all learners. It provides a wide variety of opportunity for students to learn about new things and develop holistically.</p> <p>Aspiration interventions EEF The difference we make Children's University (childrensuniversity.co.uk) Children's University EEF (educationendowmentfoundation.org.uk)</p>	
Provide a wide variety of opportunities for students to learn about new things and develop holistically	<p>Trips. Ensure access to all curriculum trips to prevent social exclusion and offer a Breadth of opportunities to PP students such as University trips and curriculum-based trips that leads to greater ambition.</p> <p>Arts participation EEF Physical activity EEF Outdoor adventure learning EEF</p>	5, 7
The attendance team to operate a strategic and targeted provision to improve the attendance of PP students to be in line with all others / national.	<p>Regular attendance is important. Pupils are more likely to succeed when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. In addition to falling behind academically, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities. Embedding principles of good practice set out in DfE's Working together to improve school attendance - GOV.UK (www.gov.uk) advice</p>	6
Pupil Support - Welfare. Safeguarding Officer; to work with vulnerable pupils. Welfare team, support students with welfare needs that are impacting on their attendance, behaviour, progress or well-being.	<p>EEF Pupil Premium Guide 2019: 'Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.' To support and improve pupils coping abilities, self-worth, how to manage stress and focus and engage with school in a more positive way</p> <p>To support and improve pupils coping abilities, self-worth, how to manage stress and offer strategies in a safe listening space.</p>	3,4

Total budgeted cost: £334 454

Part B: Review of outcomes in the previous academic year 2022-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.24. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 41.1. See [Secondary accountability measures \(including Progress 8 and Attainment 8\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/secondary-accountability-measures-including-progress-8-and-attainment-8) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2022/23 was 37.6 (and for non-disadvantaged pupils it was 52.8). For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was above national. Due to the underperformance of the non-disadvantaged students we can see a closing of the gap from internal data.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has closed this year. The Progress 8 score of our non-disadvantaged pupils was -0.05, and the Attainment 8 score was 48.14. Our analysis suggests that the approaches we used to boost outcomes for disadvantaged pupils had significant impact and that the non-disadvantaged students underperformed.

EBacc entry for disadvantaged pupils was 9.7% down from 25.6% in 2022 and 16.7% below that for non-disadvantaged pupils. This is expected to rise significantly in 23/24 due to Spanish becoming a core subject with GCSE Spanish studied by most students in each cohort.

The PASS survey demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We intend to continue to use the PASS survey to support the identification of pastoral concerns and early intervention procedures with Year 7 and 8 students.

We intend to use the Performance Learning Survey with Years 9 – 11. This survey has the advantage that it is student centered and is focused on giving each student advice on how to improve their performance. They receive an individual report that includes: areas to focus on, food for thought, an action plan and issues to ponder over. It is designed to help students focus on improvement by making small changes to their habits.

We have made progress towards challenge 3 which highlights that PP pupils are more likely to require support with their ability to respond to social and emotional issues. Disadvantaged students (FSM and FSM6) continue to be overrepresented in ATR system and this has increased by 4% from 37% to 41% of all ATR. Too many PP pupils use the ATR system and therefore are not able to access quality first teaching in a consistent way. But positive steps using interventions, support and routines has made a positive impact which we will continue to use to see future reductions.

The overall attendance of disadvantaged pupils improved in 2022-23 by 3.1% to 87.5%. The gap between the attendance of disadvantaged and non-disadvantaged fell to 6.41%. Persistent absence refers to students with an attendance below 90%. In 2022-23 the gap in persistent absence between disadvantaged and non-disadvantaged students rose to 28.4%. (In 2021-22 105 out of the 364 persistently absent pupils were disadvantaged. In 2022-23 81 out of the 88 persistently absent pupils were disadvantaged.) We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Overall attendance in 2020/21 was lower than in the preceding 2 years at 84%, in 2022-23 it rose to 93.09% and was slightly above the national average.

Over the year we have increased our focus and funding in the uptake of opportunities to increase cultural capital. We have seen 57 offers being advertised to enrich cultural capital with 45% of PP students accessing this offer across the year.

Over the 22/23 academic year there has been a significant increase of reading age for our disadvantaged students. In Year 7

- The increase in SAS for disadvantaged students is 6 to mean SAS 105.0 and for non-disadvantaged it is 5.9 to 110.1. The gap has not closed however the average progress made is then same for disadvantaged and non-disadvantaged students.
- The gain made by male disadvantaged students is 5.6 to 105.7 and female is 6.3 to 104.3.

- 54% of disadvantaged students have made higher or much higher than expected progress compared to 25% nationally.
- 16% of disadvantaged students have made lower or much lower than expected progress compared with the National figure of 25%. These are mainly girls and all except one has an SAS > 100.
- 53% of the male disadvantaged students have reading ages > 14 years.
35% of the female disadvantaged students have reading ages > 14 years.

In Year 8:

- 23% of disadvantaged students have made higher or much higher than expected progress compared to 25% nationally.
- 13% of disadvantaged students have made lower or much lower than expected progress compared with the National figure of 25%. The two females with significantly low progress both recorded SAS scores above 115 at the start of the year.
- 50% of the male DS students have reading ages > 14 years.
55% of the female DS students have reading ages > 14 years.

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>Provided more opportunities to take up OOPS after schools ensuring we remove all barriers such as transport home and funding.</p> <p>Dedicated members of staff to support service pupils at KS3 and KS4.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>60% of service students attend OOPs</p> <p>All service pupils gain at least 3 careers interviews over their time at Abbey College as well as a work experience placement.</p> <p>All service students gain access to trips to help build relationships</p> <p>Dedicated welfare team to support transition into school when joining the provision.</p>