

## 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	1011
Proportion (%) of pupil premium eligible pupils	24% (244 Students)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Andy Christoforou, Headteacher
Pupil premium lead	Gemma Craig, Assistant Headteacher
Governor / Trustee lead	Alan Dods – Vice Chair of Governors Madeleine Jackson - Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182 883.00
Recovery premium funding allocation this academic year	£28 783.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20 000.00 PP £46 000.00 CCU
<b>Total budget for this academic year</b>	<b>£277,666</b>

## 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. To ensure they are effective we will:

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

## 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 0.64. NGRT with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers with an average difference between PP and non PP of 1.22 years. This impacts their progress in all subjects. The attainment of disadvantaged pupils is generally lower than that of their peers.
2	Female PP pupils make less progress than non – PP pupils. With a P8 gap between the cohorts of 1.05 for females and 0.27 for males.
3	PP pupils are more likely to require support with their ability to respond to social and emotional issues. Pupil Premium students continue to be overrepresented in ATR system therefore are not able to access quality first teaching in a consistent way. 38% 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 across every category than non PP students.
5	Pupil Premium students lack access to resources (at home or in school), to achieve grades or progress in line with non-Pupil Premium students. Students in receipt of FSM (and PP) are less likely than their peers to have access to resources needed.
6	Low attendance. Non PP have an overall attendance of 92.99% and PP students have an attendance of 86.74% This gives a gap of 6.25% 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 peers attainment across the curriculum. Especially in the EBaac area.	<p>By 2024/2025 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. 2024/2025 KS4 outcomes demonstrate pupils achieve</p> <ul style="list-style-type: none"> <li>• An average Progress 8 is between 0.2 -0.4</li> <li>• Progress 8 of PP and non-PP students is in line with each other.</li> </ul>
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 and the KS3 Pillars curriculum. Currently we have a 1.22 year gap between our PP and non PP students.</p> <p>Progress measures for the Pillars curriculum will show 65% P, 15% P+, 5% P++ and 15%P-.</p>
To secure high quality teaching that meets the needs of all disadvantaged students.	<p>Staff will implement a T&amp;L policy that is creative, challenging and experimental which features:</p> <ol style="list-style-type: none"> <li>i. Metacognition</li> <li>ii. Assessment for learning</li> <li>iii. Retrieval skills</li> <li>iv. Rosenshine’s principles</li> <li>v. Vocabulary acquisition</li> </ol> <p>A CPD toolkit will be developed to support staff to challenge all students including PP pupils.</p> <p>This will be evidenced by lesson observation, PASS survey (100% of PP students in 21<sup>st</sup> – 100<sup>th</sup> 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</p>

	attending aspirational post 16 destinations. Unifrog will provide evidence to show the impact of the 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 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 to be within the 21 <sup>st</sup> – 100 <sup>th</sup> percentile for each PASS category. 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: £138,833

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&amp;L policy that is creative, challenging and experimental which features:</p> <ol style="list-style-type: none"> <li>i. Metacognition</li> <li>ii. Assessment for learning</li> <li>iii. Retrieval skills</li> <li>iv. Rosenshine's principles</li> <li>v. Vocabulary acquisition</li> </ol> <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><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></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 <a href="#">EEF</a>.</p>	1, 2

<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and the whole school literacy strategy.</p> <p>This will take place in form time and English lessons in addition to the bottom 20% gaining additional literacy support.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment.</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Purchase of standardised academic and wellbeing diagnostic assessment.</p> <p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3 & 4

## Targeted academic support

Budgeted cost: £69,416

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 <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment.</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose</p>	<p>Small group tuition has been shown to increase progress for low attaining pupils by up to four months (EEF).</p>	1,2

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.	By carefully selecting the intervention area pupils participate in can specifically address their needs. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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	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. <a href="#">Gatsby Benchmark</a> 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. <a href="#">EEF</a>	4

## Wider strategies

Budgeted cost: £69,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	Providing a range of resources to PP students removes the barrier to fully access the curriculum.	5
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	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. <a href="#">EEF</a> The primary rationale for high-quality attendance data is the relationship between	3, 4 & 6

Abbey College Spirit. The RSL will be a key member in the delivery of the tutor programme.	student attendance and student achievement. <a href="#">NCES</a>	
Specialist raising standard leads in transition year groups (Yr7 & Yr11) 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.	Yr7 and Yr11 raising standards leads are non-teaching staff who have a strategic view over these Yr. groups with a specialist team of tutors. Students benefit from a bespoke transition programme and analytical monitoring of factors that affect attainment. <a href="#">EEF Behaviour</a> <a href="#">EEF Aspiration interventions</a> <a href="#">EEF Summer schools</a>	3, 4 & 6
Introduction of the Scholars programme and OOP programme to increase the cultural capital and aspirations of all students including PP students. The Brilliant Club. – external Provider Raising achievement among HAP PP students	The scholar’s curriculum increases the aspirations of all students but especially PP students with the addition of the Brilliant club. The Brilliant Club mobilises the PhD community to support PP students to access the most competitive universities and gives them the tools to succeed in the university environment. 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. <a href="#">EEF Aspiration interventions</a> <a href="#">Brilliant club impact review</a>	4, 5 & 7
Provide a wide variety of opportunities for students to learn about new things and develop holistically	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. <a href="#">EEF Arts participation</a> <a href="#">EEF Sports participation</a> <a href="#">EEF Outdoor adventure learning</a>	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.	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 in academics, 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 <a href="#">Improving School Attendance</a> advice.	6

<p>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>	<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:** £277,666

## 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.

Abbey Colleges three year trend:

	Pupil Premium			Non Pupil Premium		
	2021	2020	2019	2021	2020	2019
<b>Attainment 8</b>	37.67	37.67	39.01	52.45	51.33	50.29
<b>Progress 8</b>	-0.14	0.03	-0.35	0.51	0.43	0.26
<b>Basics 9 -4 (%)</b>	48.5	39.3	50.0	78.5	73.5	74.1
<b>Basics 9 – 5 (%)</b>	27.3	21.4	23.1	58.5	55.9	56.1
<b>English P8</b>	0.02	-0.24	-0.07	0.4	0.32	0.48
<b>Maths P8</b>	0.00	0.03	-0.31	0.36	0.52	0.31
<b>EBaac P8</b>	-0.38	0.03	-0.73	0.43	0.25	-0.12
<b>Open P8</b>	-0.08	0.19	-0.19	0.73	0.64	0.42

Due to Covid -19 pandemic our last external assessments were in 2019 at this point students in receipt of Pupil premium funding performed below that of students not falling into a category to receive funding.

Due to the pandemic the outcomes we had targeted have been reduced due to the diversion of resources to meet the needs of the students during the pandemic.

An increase in welfare support was required to support our learners over the last 18 months, the welfare support we made available was directly increased in response to the pandemic.

The implementation of online learning supported and minimised the loss in education, expertise within the school was utilised to provide students with the best opportunities to access online learning and we invested in programmes to support our teachers to

provide high quality education. Although we minimised the impact of the closure by utilising online learning all students were disadvantaged and for PP students it had a greater impact. This was due to the limited availability of one to one or small group tuition which would have taken place pre pandemic.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 85.4%, it was in line with the national average of 86.4% (-0.9%). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6.25% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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 use the PASS survey to support the identification of pastoral concerns and early intervention procedures.