



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1133
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021 December 2022 September 2023
Date on which it will be reviewed	July 2022 July 2023 July 2024
Statement authorised by	Rowland Speller, Headteacher
Pupil premium lead	Jackie Lucas, Deputy Headteacher Alyce Le Brunn-Healey Assistant Headteacher Recovery and Catch-Up Michael Labrou Acting Assistant Headteacher Recovery and Catch-Up 2023-24
Local Academy Board Lead	David Shemoon

Funding overview

Detail	Amount 2023-24
Pupil premium funding allocation this academic year	£368,978
Recovery premium funding allocation this academic year	£98,394
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£467,372

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 highly through our commitment to meeting their pastoral, social and academic needs within a caring environment.

All members of staff, teaching assistants and LAB members accept responsibility for supporting disadvantaged pupils to achieve that goal as this is an essential, integral part of the development of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

In order to meet the above requirements, the LAB of The Abbey School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the school will ensure that the needs of socially disadvantaged pupils, those with accessing social care support and young carers are adequately assessed and addressed through regular reviews of data to monitor pupil progress.

High-quality front-line teaching is at the heart of our approach, with a focus on 'The Abbey Lesson' as this has the greatest impact on closing the attainment gap - it benefits every pupil in our school and ensures a steady, sustained journey. Our strategy includes a comprehensive plan to support any student, including the most vulnerable, identified as continuing to be more affected by the pandemic than their peers even as time passes and full-time education has resumed. This will include utilising the opportunities made available through government initiatives and recovery programs.

In making provision for socially disadvantaged pupils, the LAB members of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. They also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore will support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our approach will therefore reflect the challenges and needs of students identified through robust diagnostic assessment about the impact of disadvantage. Our strategies complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Data shows that attendance amongst disadvantaged students is lower than non-disadvantaged with more students from disadvantaged backgrounds amongst the persistent absence figures. Poor attendance has been exacerbated by the pandemic and on-going national challenges such as transport and teacher strikes. This area remains a national, not just local, problem.</p>
2	<p>Maths and English lower attainment</p> <p>Attainment of disadvantaged students in these core subjects is generally lower than that of their peers with many having historic and/or family issues in engaging with the value of learning. Many lack strategies at home to be able to make progress beyond the school day.</p> <p>14% of disadvantaged students arrive below age-related expectations in reading, writing, communication and Maths compared to 86% of their peers (2022-23).</p>
3	<p>Lower literacy and numeracy levels</p> <p>Assessments indicate disadvantaged students arrive in Year 7 with lower skills in times tables, number bonds, reading and SPAG than their peers.</p>
4	<p>Greater need for support in making healthy choices</p> <p>Many vulnerable group students are at a higher risk of making poor choices relating to their physical, nutritional and emotional health than those from more advantaged backgrounds.</p>
5	<p>Greater need for one-to-one emotional wellbeing support</p> <p>Discussions with parents / carers, review of student support use and feedback from students shows a greater issue amongst students of feelings of anxiety, low self-esteem and lack of optimism for the future. These issues are particularly prevalent amongst disadvantaged students and impacts their attainment, we have been seeing a noticeable increase in referrals for additional support outside of the classroom.</p>
6	<p>Lack of structure outside of school requiring support in school</p> <p>Internal review in the pastoral and safeguarding areas suggest that disadvantaged students, more than their peers, lack self-regulation and independence. The students need monitoring with interventions to support decision making and reduce impulsivity.</p>
7	<p>Greater resilience needed in approaches to learning</p> <p>Many students struggle with challenge and setbacks to learning. There is a need to address core strength and support students in gaining 'grit' particularly those from disadvantaged backgrounds.</p>
8	<p>Lack of ambition due to health and finance fears</p> <p>Destinations and feedback shows students at transition stages (16 and 18) feel less certain about the benefits of further / higher education and those from disadvantaged backgrounds fear debt on-going education brings.</p>

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
Improved attendance for all pupils, particularly our disadvantaged pupils.	Steady and sustained reduction in overall absence rates and in persistent absence figures. The gap between disadvantaged and non-disadvantaged students being reduced to below pre COVID-19 rates.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English and maths	A8 gap reduced. Gap in progress in English and Maths reduced shown through A8 as well as 4+ and 5+ scores.
Improved reading comprehension among disadvantaged pupils across KS3 We are using guidance from 'The Reading Framework (2023)' to support disadvantaged readers whose 'reading and writing is not sufficiently fluent and effortless for them to manage the general demands of the curriculum from year 7'	Reading comprehension quizzes demonstrate improved skills with the gap between scores of disadvantaged students and their peers decreasing.
Improved numeracy for life – tables, number bonds etc.	Speed and confidence in number manipulation in subjects across the curriculum is noted by teachers, with no noticeable gap between groups of students.
Developed self-regulatory skills among disadvantaged pupils across all subjects.	Reduced corrections, increased sense of wellbeing and engagement as students able to process emotions in line with learning.
Routines and rituals giving students a calm and purposeful environment and journey through school	Clarity and certainty of expectations for behaviour and learning enables all students, including those considered vulnerable, to make good progress by flourishing in a structured and focused environment.
Achieve and sustain improved wellbeing for all pupils	Increase sense of wellbeing with disadvantaged students being in line with their peers. Measures taken from data collected: <ul style="list-style-type: none"> • student voice surveys • engagement in enrichment and extracurricular opportunities
Increase numbers of students accessing university and level 3 apprenticeships	Greater number of successful applications and students completing next levels of study. Students routinely view higher education as a viable option and there is not gap between disadvantaged students and their peers

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 2023-24: £66,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Frequent low stakes testing	<p>Low stakes testing, including cold calling, turn and talk, mini white boards and use of visualisers, prompts students to retrieve information and allows teachers to track whether key aspects of knowledge has been retained</p> <p>Evidence link: Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	1,2,5
The Abbey Lesson	<p>Consistent approach to pedagogy that follows the principles related to direct instruction with the teacher leading from the front and utilising their subject specific expertise. This allows the opportunity for the teacher to implement a range of AFL strategies that support this approach.</p> <p>Evidence link: A case for direct instruction - E-ACT</p>	1,2,5
Effective assessment training	<p>Training to ensure well-constructed assessments are in place to maximise information provided on completion to ensure effective use in linking progress to goals</p> <p>Evidence link: Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	1,2,5,6
Regular planning and development – systems for cohesion	<p>Heads of subject work closely with their teams to ensure that their departments are driving towards common objectives.</p> <p>Evidence link: Supporting staff in curriculum planning for a phased return - GOV.UK (www.gov.uk), Secondary national curriculum (publishing.service.gov.uk)</p>	1,2,5
Training in the embedding and best use of KO	<p>School wide focus on most successful strategies for active use of KO. Department leads sharing techniques they use for retrieval practice of all condensed facts and concepts they have identified.</p> <p>Evidence link: Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	6
Sparks Maths	<p>Software programme purchased to support home learning. This programme shows the gaps in student attainment and provides support to improve outcomes.</p> <p>Evidence link: Mathematics EEF (educationendowmentfoundation.org.uk)</p>	1,2,5,6

Departmental software packages	Additional licences to support teaching and learning and to engage parents in supporting students with their work outside of the classroom. Evidence link: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1694046182	1,2,5,6
Text and revision books	Utilising specialist resources to support our learners – particularly the disadvantaged – has proven to improve outcomes. Steady move towards subject booklets to ensure no lost learning if students are not in the physical lessons Evidence link: EEF Blog: New EEF case studies - How metacognitive strategies... EEF (educationendowmentfoundation.org.uk) , Helpdesk Report: In what circumstances do textbooks improve learning? - GOV.UK (www.gov.uk)	1,2,5,6
Additional teacher in English and Maths Completed August 2023 Seeking staff of this role for the academic year 2023-24	Providing extra staff in core departments seeks to close some of our gaps in English and Maths. Evidence link: Staffing and employment advice for schools (publishing.service.gov.uk)	1,2
Appointment of LRC coordinator	New co-ordinator appointed to run library to support whole school reading, reading interventions and AR programme and in time developing use of analytics and narrative. Evidence link: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1,2
CPD to support cohesive delivery or reading improvement Completed 2021-22 Next Phase 2022-23	Training on Reading Challenge to maximise impact Reading for pleasure initiative actioned planned for later 2023-24 Evidence link: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) , Reading at the transition EEF (educationendowmentfoundation.org.uk)	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost 2023-24: £213,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Academic mentors (coaching)	<p>Mentoring programme reaching every year group to support PP students with academic studies and self-motivation.</p> <p>Evidence link: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1,2,6
1 to 1 small group tuition	<p>Early intervention in English and Maths in years 7-9 with department focused in-class support</p> <p>Focused P8 support for upper school students addressing individual subject needs</p> <p>Evidence link: Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,6
Engaging with the National Tutoring Programme	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>Evidence link: Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,6
Phonics form time support	<p>Phonics support targeted at bottom 40 readers supports low attaining pupils whose level of reading makes accessing their subjects difficult.</p> <p>Evidence link: Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2,6
<p>Reading challenge</p> <p>Completed 2021-22</p> <p>New initiative for 2023 onwards in planning (PJ & AT)</p>	<p>Reading programme to support literacy skills of all year 7 students</p> <p>Evidence links: Accelerated Reader EEF (educationendowmentfoundation.org.uk), Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2
Additional speech and language support	<p>Speech and language intervention can have a positive impact on students' confidence, their vocabulary and their understanding. These are particularly helpful when delivered one-to-one and over a short period,</p> <p>Evidence link: Oral language interventions EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,5,6
Homework club – supported learning	<p>Homework support can have a marked impact on students' wellbeing, self-regulation and structure as well as an improvement in their academic attainment.</p> <p>Evidence link:</p>	1,2,4,5,6

	Homework EEF (educationendowmentfoundation.org.uk)	
Paired reading and reading buddies	Volunteer sixth form provide individual reading practice regularly each day Evidence link: Literacy and numeracy catch-up strategies (publishing.service.gov.uk)	1,2,4,5,6
TA support	Additional support in groups of the core with high numbers of vulnerable students Evidence link: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,4,5,6
Tutor mentoring	Year 7 – 10 form tutor mentoring of students in areas self-identified as being a challenge to them maximise progress their own potential. Also, to provide support for students who have a lack of structure and ambition. STEER Project Evidence link: Mentoring EEF (educationendowmentfoundation.org.uk), Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	3,4,5,6,7,8
DEAR	Elevating importance of reading through dedicated weekly tutor session Years 7 – 10 to support close monitoring of reading skills (2023-24) Evidence link: Accelerated Reader EEF (educationendowmentfoundation.org.uk), Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 2
Tutoring (CIC)	Tutors engaged to support specific LA children in care to reduce learning gaps and stretch to and beyond targets Evidence links: Individualised instruction EEF (educationendowmentfoundation.org.uk)	3,4,5,7,8
Renaissance Learning	Reading and comprehension programme to improve students' literacy (years 7 and 8) Evidence link: Accelerated Reader EEF (educationendowmentfoundation.org.uk), Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1,2,4,5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 2023-24: £75,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance monitoring, intervention and visits	Home visits, calls and contact to push forward engagement with hard to reach families on a regular basis to reduce barriers. Seeking Evidence link: Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) , Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	7
Training for staff lead on 'Creating champions for literacy difficulties' Completed 2021-22	Targeted training to challenge our understanding of literacy difficulties, SEND and disadvantaged to reading, writing and communication. Evidence link: Driving Inclusion: Creating Champions for Literacy Difficulties (driveryouthtrust.com) , Literacy EEF (educationendowmentfoundation.org.uk)	1,2
Funding to relaunch extra-curricular opportunities with specific drive to encourage participation of vulnerable students	Extra-curricular activities offer a break from study and homework, provide the chance to make friends, pursue an interest or simply relax and de-stress. They can also improve time management and boost self-confidence whilst broadening students' perspectives on the world. Evidence link: Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	3,5,6,8
Pastoral team training in specific wellbeing strategies Much initial training completed 2022-23 – ongoing and refreshers 2023-24	Targeted training in areas identified as most needed: Drawing and talking therapies Anger management Girls on board For 2022-24 also adding My Communication and My Ideal Self Evidence link: Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3,4,5,6
Year 6 Transition	Additional transition days, visits and activities with vulnerable group students – both as identified by national parameters and as identified by feeder school Evidence link: EEF Blog: Getting transition right (part 1 of 2) – four... EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,7,8
Summer school	The Summer school programme 'supports effective transition' to The Abbey School and will introduce our new students to our attitudes, values and beliefs. Evidence link: Summer schools EEF (educationendowmentfoundation.org.uk) , COVID-19 and the impact of school closure - Nuffield Foundation	1,2,3,4,5,7,8
Unifrog Completed 2021-22	Unifrog is a destinations platform for whole-school careers guidance, KS3-KS5. Students should regularly use Unifrog to provide them with advice and support with university opportunities, apprenticeships and careers. Evidence link: Aspiration interventions EEF (educationendowmentfoundation.org.uk)	6,8

Employment of senior lead for COVID-19 recovery - completed Permanent addition to Leadership Team with this continued focus - extended	We identified a need to have a nominated individual to oversee our recovery from COVID-19. Having had a clear focus on the short term, this is now moving to the long term phase, dealing with the longer term emerging effects of the pandemic. Evidence link: Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)	1,2,7
Student Champions (PP / attendance / EAL / SEN)	Motivational recognition to promote engagement and pride in those making most progress from starting point Evidence link: Using pupil premium EEF (educationendowmentfoundation.org.uk)	1,2,6
School counsellor 2021-22 School Intervention Therapist 2022-24	Professionally qualified counsellor offering individual support on individual basis. Retired at the end of 2022. Looking at re-introducing a part time counsellor for 2023-24 Evidence link: Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk) , Cognitive Behavioural Therapy - Youth Endowment Fund Professionally qualified therapist offering group and individual advice and support to students using a referral system to ensure the most appropriate intervention is given.	4
Pastoral staffing Ongoing – investment covered by 'Pastoral team training in specific wellbeing strategies' above	Staff trained to support students in personal organisation, self-discipline and resilience to reduce stress and increase focus on learning Evidence link: Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)	3,4,5,6
Alternative curriculum provision - PEC	Students withdrawn from some lessons to work in a more focused way without whole class distractions. Curriculum input from mainstream teachers in core and enrichment with art. The additional of Forest School for 2023-24 is in place and therapy dog visits happen 2 – 3 days a week. Evidence link: One to one tuition EEF (educationendowmentfoundation.org.uk) , Individualised instruction EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6,7,8
Alchemy – alternative curriculum provision off site	Therapeutic provision providing academic and personal development support for students needing personalised work before returning to mainstream or specialist provision Evidence link: Individualised instruction EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6,7,8
Emergency uniform and equipment fund	Dignified provision (as needed) of basic items essential to make sure student can attend school in line with their peers.	4,5

	Evidence link: School uniform EEF (educationendowmentfoundation.org.uk)	
Enhanced pastoral support – returning after COVID-19 lockdowns – complete Now supporting with emerging long term impact and struggles - ongoing	Additional resources in creating, delivering and reviewing reintegration plans, referrals to agencies and family support to assist in confident return to school of most anxious and vulnerable Evidence link: Covid-19 EEF (educationendowmentfoundation.org.uk)	3,4,5,6,7,8
Achieve Wellbeing Completed 2021-22 STEER From 2022-24	Ongoing training for staff to recognise, teach and support progress of students (particularly PP) where trauma and attachment issues impede engagement, focus and progress. Specific programme finished 2022. Research and introduction of STEER 2022-23 with wider roll out 2023-24. Evidence link: Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4,6

Total budgeted cost £467,372

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Pupil Premium	Other Pupils In School	GAP
Progress 8	-1.55	-0.59	0.96

Whilst progress outcomes we aimed to achieve were not fully realised, the reasons for this is partly due to the ongoing legacy of the disruption covid had on the most vulnerable learners. It has been nationally recognised that covid had a hugely negative impact on attendance, mental health and resilience of children and families as they were not able to benefit from the full range of our pupil premium funded improvements to teaching or receive all of the targeted interventions to the degree that we intended through absence, reluctance or poor wellbeing.

In the last year we also had the added challenge of significantly higher than usual staff movement due to the uncertainty a negative OFSTED and multi academy trust take over brought. In addition there was also the disruption brought about by national strikes in schools and within the transport network.

These are not excuses as we worked hard to mitigate, plan ahead and be resourceful as far as possible by ensuring students continue to have a sharp focus on recovery, gap analysis and quality front line teaching with the addition of enhanced pastoral support for stability and nurture.

Attendance still remains lower than we would like, it is in line with students at like schools and all avenues of support, challenge, praise and reward are being utilised, as well as fostering good links with KCC, Salus and social service teams involved with concern groups.

Safeguarding concerns have increased significantly in the last two years. The impact is particularly acute for disadvantaged pupils. We provide wellbeing support for all pupils where required, whether in school or not with an increased priority being placed on wellbeing going forward.

Externally provided programmes

Programme 2021-22	Provider
Driving Inclusion: Creating Champions for Literacy Difficulties	Driver Youth Trust
Hegarty Maths	Hegarty Maths
Bronze Award	Duke of Edinburgh
Speak out challenge	Speaker's Trust
Jasmin Vardimon Methodology	Jasmin Vardimon Company

Unifrog	Unifrog
Programme 2022-24	Provider
STEER	STEER Education
Sparks Maths	Hegarty Maths
Bronze and Silver Award	Duke of Edinburgh
SMSC Tracker	Grid Maker
Good to be me - Vibe	Brogdale Trust

Service pupil premium funding (optional)

<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>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

The main strategies that are used and will continue to be used are:

- Promoting and reinforcing an ethos of high achievement for all
- Raising aspirations through university visits and guest speakers
- Appointing highly competent teaching staff in EBacc subjects
- Assigning the best teaching practitioners to groups with disadvantaged pupils
- Purposeful analysis of marking
- Teaching observations
- Deploying specialist tutors to work with pupils in small groups and on a 1:1 basis
- Providing educational resources and access to trips and events
- Regularly reviewing achievement data
- Incorporating pupil achievement objectives for disadvantaged pupils into performance management appraisals
- Heads of year working alongside attendance manager to monitor attendance
- Deploying the Local Authority Attendance Officer to specific cases to support improvements in attendance
- Providing additional access to the in-house therapy services

In particular students will have access to:

- Small group intervention for literacy and numeracy in Years 7 – 8 – 9
- Targeted 1 to 1 support in Years 10/11
- Paired reading
- Teaching Assistant Support
- Academic Monitoring and Academic Mentoring
- Year 6 Transition
- School Therapist
- Screening and strategy support
- Summer School