

# Pupil premium strategy statement: Abbey Grange Academy, Leeds

1. Summary information					
School	Abbey Grange Academy				
Academic Year	2016/17	Total PP budget	£273,020	Date of most recent PP Review	
Total number of pupils	1,131	Number of pupils eligible for PP	292 (25.8%)	Date for next internal review of this strategy	March 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	56%	65%
% achieving expected progress in English / Maths (2015/16 only)	71% / 62%	74% / 72%
Progress 8 score average (from 2015/16)	-0.4	0.12
Attainment 8 score average (from 2015/16)	46	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Literacy skills entering Year 7 are lower for students eligible for PP than for other student, this prevents them from making good progress in Year 7.
<b>B.</b>	High attaining students who are eligible for PP are making less progress than other high attaining students across Key Stage 3 and Key Stage 4.
<b>C.</b>	Behaviour issues for a small group of students (who are eligible for PP) is having an effect on their academic progress and that of others
<b>External barriers</b>	
<b>D.</b>	Attendance rates for students eligible for PP are below the target for all children of 97%. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved rates of progress at GCSE for high attaining eligible students	The progress of HAP PP students from starting points matches or is improving towards that of other students nationally
<b>B.</b>	Literacy and Numeracy is no longer a barrier to learning for eligible students across the Key Stages. Progress identified through the use of external literacy and numeracy assessments at KS3 and through GCSE results at KS4	Improved performance in assessments overtime

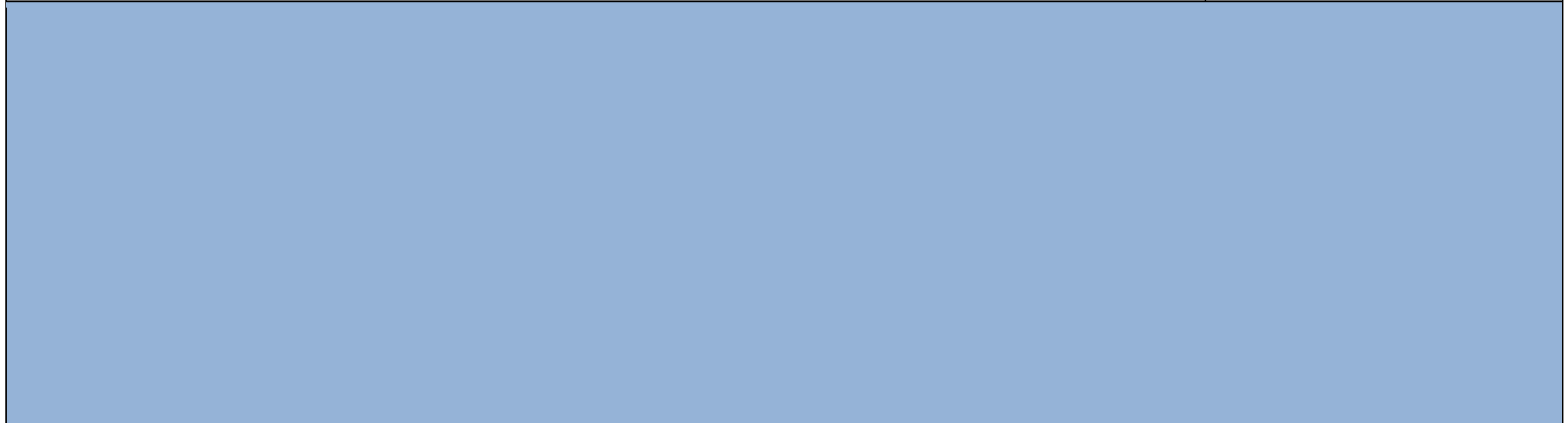
<b>C.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves and are striving for the whole school target of 97%
<b>D.</b>	Eligible students have increased enrichment opportunities	Eligible students will have increased participation in enrichment activities
<b>E.</b>	The behaviour data of PP students match that of non-PP students	There is a reduction in the difference in the number of fixed term exclusions between eligible and non-eligible students. Other behaviour indicator gaps are also diminished

5. Planned Expenditure					
Educate					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The quality of teaching and learning is outstanding	Layered CPD to support staff and is triangulated with performance development, assessment and outcomes to ensure a full profile of teaching and learning securing a progressive, developmental and research rich approach	EEF teaching and learning toolkit and research demonstrates the importance of 'quality first' teaching in improving outcomes	<ul style="list-style-type: none"> <li>○ Ensure all teachers undertake research into a key T&amp;L lever</li> <li>○ QA of standards and responses to it</li> </ul>	<ul style="list-style-type: none"> <li>○ Director of Academy Effectiveness</li> </ul>	March 2017
The quality of teaching and learning is outstanding	A whole school focus on improving the outcomes for the most able students through the increase of challenge	<p>The in school gap for HAP PP students is larger than other groups.</p> <p>'disadvantaged students are most likely to underachieve' (the most able students, OFSTED 2015)</p>	<ul style="list-style-type: none"> <li>○ Whole school training given on challenging the most able students</li> <li>○ HAP continue to be identified and progress discussed in data analysis. Further additional analysis of PP figures by ability band to identify any differences</li> </ul>	<ul style="list-style-type: none"> <li>○ Director of Academy Effectiveness</li> <li>○ Vice Principal (Outcomes)</li> <li>○ Assistant Principal (achievement &amp; inclusion)</li> </ul>	March 2017
Literacy and numeracy is no longer a barrier to learning	A variety of approaches to improve the skills in these areas of students across all age groups	<p>OFSTED (2015) identified poor literacy teaching as a barrier to achievement.</p> <p>EEF toolkit suggests targeted 1:1 tuition matched to specific students with particular needs can be effective.</p>	<ul style="list-style-type: none"> <li>○ Improve the teaching of literacy and numeracy across all subject areas (promotion of techniques, training for staff and quality assurance of the implementation)</li> <li>○ The use of interventions (e.g. AR) to develop, enthuse and equip students with the necessary skills</li> <li>○ Variety of targeted interventions for students who are not yet a minimum required standards</li> </ul>	<ul style="list-style-type: none"> <li>○ English Lead Practitioner</li> <li>○ Maths Lead Practitioner</li> <li>○ Literacy Progress Leader</li> <li>○ Numeracy Progress Leader</li> <li>○ English Intervention</li> <li>○ Mentor</li> </ul>	March 2017

Improving students as independent learners	All PP students in years 7,8 and 9 are provided with an iPad		<ul style="list-style-type: none"> <li>○ Clear policy on usage and an iPad Champion in each department</li> <li>○ All staff training on effective use</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Director of Academy Effectiveness</li> </ul>	March 2017
Improving students as independent learners	Introduce a new online homework planner (Milk planner) to improve the quality and consistency of homework	The EEF identify the impact of homework on learning as 'consistently positive leading to an average five months' additional progress'	<ul style="list-style-type: none"> <li>○ Monitoring of the setting of homework and the feedback on challenge from students</li> </ul>	<ul style="list-style-type: none"> <li>○ Assistant Principal (Student development &amp; Curriculum)</li> </ul>	March 2017

**Budgeted Costs**

	£72,678



**Nurture**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance rates for eligible PP students improves to the same as non-eligible students	<p>Attendance Officer employed to monitor pupils and follow up quickly on truancies. First day response provision.</p> <p>Developed link between home and the academy through home visits, regular phone calls, meetings and fast tracking to AIO within cluster if required.</p> <p>To engage with 'hard to reach' PP families. Work alongside and support/coordinate multi-agency work where appropriate, to ensure high levels of attendance and continuity of learning.</p>	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> <li>o Half termly reports.</li> <li>o SLT links with Safer School's Officer and regular meetings.</li> <li>o Attendance and academic improvement data.</li> </ul>	<ul style="list-style-type: none"> <li>o Attendance &amp; Behaviour Administrator</li> <li>o Assistant Principal (Student development &amp; Curriculum)</li> </ul>	March 2017
Improved behaviour for learning	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<ul style="list-style-type: none"> <li>o SENCO works closely with TA's who are trained in specialisms (e.g. anger management) to target specific support to the identified students.</li> <li>o Monitor behaviour but also monitor whether improvements in behaviour translate into improved</li> </ul>	<ul style="list-style-type: none"> <li>o SENCO</li> </ul>	March 2017
CLA students are happy and cared for within the Academy and in a better position to progress	Our Academy has a specialised unit on our premises where our vulnerable students can go to learn and seek support. There are a range of clubs and activities that students can access on a daily basis. CLA students receive a daily mentoring meeting to guide and support them through academy life.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<ul style="list-style-type: none"> <li>o SENCO and Head of Pastoral Care monitor the work undertaken by specialist TA's</li> </ul>	<ul style="list-style-type: none"> <li>o SENCO</li> <li>o Head of Pastoral Care</li> </ul>	March 2017

Increase self-confidence and motivation of student	Staff are invited to provide positive comments for students on a regular basis. Ten PP students from each year group with positive comments are invited to a regular 'Principal's Brunch'. The Principal's Brunch is held in the Principal's office and food/Drink is provided and SLT attend.		<ul style="list-style-type: none"> <li>25 eligible students are selected from each Year group each cycle for staff to provide comments on. Ten are randomly selected from each cohort and others go through to another cycle</li> </ul>	Assistant Principal (achievement & inclusion)	March 2017
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### Budgeted Costs

**£181,234**

### Empower

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise self-esteem of our year 10 students	The Academy use peer mentoring and business mentoring (Make the Grade Programme) to support PP students to raise aspirations and develop a clear set of specific and measurable medium and long term targets for success. Level Partnership work.	EEF identifies that there is 'some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress from mentoring	<ul style="list-style-type: none"> <li>The programme is led by an experienced provider (Ahead Partnership) and overseen by the PHSE Teaching and Learning Leader and an Abbey Manager</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (achievement &amp; inclusion)</li> <li>PHSE Teaching and Learning Leader</li> </ul>	March 2017
Improved progress for all students	<b>Data Tracking through SISRA</b> The academy uses a detailed tracking system to accurately assess the attainment and progress of all our students and provide accurate assessment data to our parents/carers. PP data is accurately analysed and intervention strategies implemented as required for each year group.	The academy has a robust set of procedures in place to monitor the progress of students using a nationally recognised analysis system called SISRA. This allows staff to identify underachievement early to that relevant intervention can be implemented.	<ul style="list-style-type: none"> <li>PTP data and specific PP gap analysis.</li> <li>Departmental PTP reports and intervention spreadsheets.</li> <li>Whole academy PP provision tracking spreadsheet.</li> </ul>	<ul style="list-style-type: none"> <li>Vice Principal</li> <li>Assistant Principal (achievement &amp; Inclusion)</li> <li>Achievement Directors</li> </ul>	March 2017
Improved progress for all students	All departments to create a HAP/PP action plan to focus on improving the achievement of these students	Empowering leaders to improve the achievement of PP students and to increase the individual ownership of the achievement of this key group	<ul style="list-style-type: none"> <li>Subject leaders create action plans using a standard template to create consistency. These action</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (achievement &amp; Inclusion)</li> </ul>	March 2017

			<p>plans are created with input from department teams and through opportunities to share successful practice with other subject leaders</p> <ul style="list-style-type: none"> <li>○ These action plans are quality assured and progress is focussed upon with SLT line management meetings</li> </ul>		
<b>Budgeted Costs</b>					
					<b>£9,786</b>