



## Pupil premium strategy statement: Abbey Grange Academy, Leeds

1. Summary information					
<b>School</b>	Abbey Grange Academy				
<b>Academic Year</b>	2015/16	<b>Total PP budget</b>	£255,723	<b>Date of most recent PP Review</b>	October 2015
<b>Total number of pupils</b>	1,096	<b>Number of pupils eligible for PP</b>	274 (25%)	<b>Date for next internal review of this strategy</b>	October 2016

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 5A* - C incl. EM (2014/15 only)</b>	40%	65%
<b>% achieving expected progress in English / Maths (2014/15 only)</b>	61% / 46%	74% / 72%

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 pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
<b>B.</b>	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
<b>External barriers</b>	
<b>D.</b>	Attendance rates for pupils eligible for PP 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 across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4

		levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
<b>B.</b>	behavioural issues of Year 10 addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>C.</b>	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
<b>D.</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 95% in line with 'other' pupils.

5.	6. Planned expenditure					
Academic year		2015/16				
i.	ii. Educate – Teaching and Learning					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
Improved numeracy, literacy and science skills.	Specialist intervention teachers in English, Maths and Science	Some of the students need targeted support to catch up. A bespoke programme of support is established depending on the needs of the individual child. The impact is evaluated by TLR holders within each subject area.	Subject Leaders to oversee resources and scheme development with KS3 leads	£23,883	Literacy Progress Leader  Numeracy Progress Leader  Science Progress Leader	October 2016
Improved numeracy and literacy progress	Primary school teacher/library support	Some students aren't secondary school ready and need additional support in Years 7 and 8 The EEF Toolkit suggests that targeted 1:1 tuition matched to specific students with particular needs or behavioural issues can be effective	The intervention is provided by a trained primary school teacher who liaises with the relevant subject leads to identify the students and ensure effective provision.	£12,390	English Intervention Mentor	October 2016
Effective use of I pads as a tool to improve learning and progress  Improve independent learning	All PP students in years 7, 8 and 9 are provided with an iPad.		Clear policy on usage Ipad Champion in each department All staff trained on effective use This training is also part of the new staff induction programme	£15,000	Director of Academy Effectiveness  Head of Digital Services	October 2016

Improve literacy skills	A variety of literacy programmes are used to accelerate the literacy skills of students. There is also Accelerated Readers Peer Mentors who undergo a training programme	A variety of evidence points towards the clear link between student progress and level of literacy.	The Academy utilises a number of literacy programmes: Accelerated Reader; Reading Matters; Reading Eggs  English reading programme reward trip	£4,635 £2,000 £600 £800  £300	Literacy Progress Leader	October 2016
Improve numeracy skills	Students undertake events/sessions targeted at year 11 students and students across KS3	A variety of evidence points towards the clear link between student progress and level of numeracy.	There is an event led by the Numeracy Progress Leader For year 11 students and a KS3 maths across the curriculum session	£1,800  £1,800	Numeracy Progress Leader	October 2016
<b>Total budgeted cost</b>						£63,208
iii.	<b>iv. Nurture - Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase attendance rates	Attendance Officer employed to monitor pupils and follow up quickly on truanancies. First day response provision. Students with under 90% attendance a priority area. Developed link between home and the academy through home visits, regular phone calls, meetings and fast tracking to AIO within cluster if required.  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.	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.	Half termly reports. SLT links with Safer School's Officer and regular meetings. Attendance and academic improvement data.	£15,264 (60%)  £1,500 (20%)	Attendance & Behaviour Administrator  Safer Schools Officer	October 2016

Improve progress of students with specific difficult behaviour needs	<p>The Academy uses other education providers for students who have individual learning needs that are best matched by alternative provision</p> <p>Membership of NW area Inclusion Partnership provides support with managed and alternative provision for students on the verge of PEx</p>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<p>Regular pastoral review meetings. PTP data. Pastoral manager feedback. Record of daily phone calls for attendance monitoring.</p> <p>NW area Inclusion is LA Quality assured and further QA by Vice Principal</p>	<p>£15,000</p> <p>£4,670</p>	<p>Assistant Principal (achievement &amp; Inclusion)</p> <p>Head of Pastoral Care</p>	October 2016
Improve attendance and progress of students	Improve the mental health of students through 1:1 counselling sessions for students identified by teaching or pastoral staff	Public Health England (November 2014) clearly identified the negative link between wellbeing and attainment. EFF identify social and emotional interventions as having 'moderate impact' on learning	Strength and difficulties questionnaires before and after counselling sessions. Head of Pastoral Care identifies students in need through staff referrals and PTP and attendance data. Students are referred to our counsellor who undertakes strengths and difficulties questionnaires before and after counselling sessions.	£5,760	Head of Pastoral Care	October 2016
Improved behaviour of targeted students	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.	SENCO works closely with TA's who are trained in specialisms (e.g. anger management) to target specific support to the identified students. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	£14,500 (30%)	SENCO	October 2016
Improved targeting and support for students	The re structured pastoral system, has led to a more focused approach to monitoring, tracking and providing support for our PP students of all year groups.	If interventions are to be successful then the identification and monitoring needs to be effective	AP (Inclusion & Achievement) works closely with Abbey managers to check and monitor intervention	£71,028	Assistant Principal (achievement & Inclusion)	October 2016

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.	SENCO and Head of Pastoral Care monitor the work undertaken by specialist TA's	£18,840.24 £12,390	SENCO and Head of Pastoral Care	October 2016
Successful transition of year 6 students so that maximum progress can be made in year 7	Pupil premium students partake in a range of transition activities throughout Year 6 to develop their confidence and ability to cope with Academy life. The Academy involves year 6 PP and vulnerable students in a summer school. This event aids the transition to our academy and provides students with skills which will benefit them when they start Year 7.	Nuffield Foundation has identified that a successful transition has wellbeing benefits for students and therefore can secure improved progress for students		£3,000	Assistant Principal (student development & curriculum – enrichment)	October 2016
Improve attendance and progress of students	Use of NW Cluster to access a variety of services to improve the well-being of students (e.g Parent support advisor; counsellor; TAMHS support; safer schools officer; fast tracking for attendance)			£19,200 (60%)	Assistant Principal (achievement & Inclusion)	
<b>Total budgeted cost</b>						£181,152.42
<b>v.</b>	<b>vi. Empower - Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	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	<ul style="list-style-type: none"> <li>PTP data and specific PP gap analysis.</li> <li>Departmental PTP reports and intervention spreadsheets.</li> </ul> Whole academy PP provision tracking spreadsheet.	£600	Vice Principal  Assistant Principal (achievement & Inclusion)	October 2016

	intervention strategies implemented as required for each year group.	early to that relevant intervention can be implemented.			Achievement Directors	
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. Students in year 10 also participate in the Future Scholars award programme and are supported to attend university open days and residential to help them to aspire to go onto further education.	EEF identifies that there is 'some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress from mentoring	The programme is led by an experienced provider (Ahead Partnership) and overseen by the PHSE Teaching and Learning Leader and an Abbey Manager	£4,800 (20%) £2,000 (20%)	PHSE Teaching and Learning Leader	October 2016
No students are NEET	Pupil premium students are supported with annual careers interviews to help them make appropriate choices for their future learning. A key focus is given to year 8, year 11 and Post 16 students.	Students to have a clear pathway and understanding of the options available to them	Led by PHSE Teaching and Learning Leader and undertaken by professionally trained careers advisor (Aspire)	£520 (20%)	PHSE Teaching and Learning Leader	October 2016
Raising self-esteem and motivation	Students with an interest in music are provided with free lessons	There is some evidence from EEF that arts participation can have an impact on academic learning		£900	Subject Leader for Music	October 2016
Raising self-esteem and motivation	Transport and payments can be made available to students for educational visits			£2,500		
<b>Total budgeted cost</b>						£11,320