



## Pupil Premium - Allocation, Spend and Impact

### Executive Summary 2019

#### Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
Securing Improvement in Learning & Teaching	£56,000	
Educational Social Work (plus supporting practices)	£46,800	
Counselling	£24,360	

## Pupil premium strategy / impact

1. Summary information Avonbourne Boys' Academy							
Academic years	2019-2021		Total PP budget (current year)	£146795		Date of most recent PP Review	01/10/2019
Total number of pupils in current academic year	145		Number and %age of pupils eligible for PP	109 75%	36 25%	Date for next internal review of this strategy	01/07/2020
	KS3	KS4		KS3	KS4	Year 7 Catch Up Funding Allocation	£44333
Number of PP eligible pupils by key stage	109	36	Budget split by key stage	£110349	£36445	Number of pupils with dual eligibility PP/catch-up	38
Allocation of PP funding	Ever 6		£144495	LAC	£2300	Service Children	£0

1. Summary information Avonbourne Girls' Academy							
Academic years	2019-2021		Total PP budget (current year)	£205700		Date of most recent PP Review	01/10/2019
Total number of pupils in current academic year	234		Number and %age of pupils eligible for PP	164 70%	67 30%	Date for next internal review of this strategy	01/07/2020

	KS3	KS4		KS3	KS4	Year 7 Catch Up Funding Allocation	£73 500 s
<b>Number of PP eligible pupils by key stage</b>	164	67	<b>Budget split by key stage</b>	£14 416 5	£5889 7	<b>Number of pupils with dual eligibility PP/catch-up</b>	63
<b>Allocation of PP funding</b>	<b>Ever 6</b>	£215985	<b>LAC</b>	£6900	<b>Service Children</b>	£0	



Current achievement Avonbourne Boys' Academy					
2019 Outcomes	Pupils eligible for PP (previous year)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average – most recent year available)	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	-1.446 (-0.969)	-0.777 (-0.923)	0.13		-0.477
Attainment 8 score average	29.02 (28.10)	29.34 (35.49)	50.1		+0.92
4+ Basics	29% (21.4%)	30% (50.7%)	71.5%	48%	+7.6
5+ Basics	12.9% (10.7%)	12.9% (28.4%)	50.1%	24%	+2.2
5+ GCSEs including English and maths (9-4)	25.8% (17.9%)	22.8% (40.3%)		62%	+7.9

Current achievement Avonbourne Girls' Academy					
2019 Outcomes	Pupils eligible for PP (previous year)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average – most recent year available)	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	-0.203 (-0.114)	0.299 (0.347)	0.13		-0.089

<b>Attainment 8 score average</b>	<b>42.1 (42.1)</b>	<b>45.0 (47.6)</b>	50.1		0
<b>4+ Basics</b>	<b>55.8% (50%)</b>	<b>55.4% (64.5%)</b>	71.5%	63%	+5.8
<b>5+ Basics</b>	<b>32.6% (27.5%)</b>	<b>33.9% (41.8%)</b>	50.1%	33%	+5.1
<b>5+ GCSEs including English and maths (9-4)</b>	<b>49% (47.5%)</b>	<b>54.5% (60%)</b>		63%	+1.5



<b>1. Planned expenditure 2019 - 2021</b>		
The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.		
<b>i. Quality teaching for all</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Additional staff in core subjects English, maths & Science. Increase from 8 to 10 sets to decrease teacher to student ratio. E&M additional staff at KS for Direct Instruction program	Increased number of teaching groups, reduction in class size and therefore improved outcome for students in English, maths and science at KS4. Targeted intervention sets in KS3 with improved outcomes for students in literacy & numeracy at KS3. Strongest teachers with most disadvantaged students.	£140,000
Deliberate practice & weekly CPD program focused on 'Teach like a Champion' strategies & Rosenshine's Principles.	Improved progress for all PP students identified as not meeting expected progress during KS4. PP student's attainment and progress in line with non-PP students. In school variation of quality of teaching and learning for PP students is reduced.	£25,000
<b>Total budgeted cost</b>		£165,000
<b>ii. Targeted support and intervention</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Direct Instruction program	Targeted intervention program to improve reading, spelling & numeracy age to be line with age related expectations.	£20,500 + proportion costs from i. (A) above

Thinking Reading program	Targeted intervention program to improve comprehension age to be line with age related expectations.	£10,000 + proportion costs from i. (A)
1-2-1 English & maths tuition	Targeted intervention program to improve outcomes for students in English & maths	£35,000
<b>Total budgeted cost</b>		£45,500

<b>iii. Behaviour and Attendance improvement strategies</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Alternative Curriculum Provision	Provision of short-term alternative curriculum programmes for our most vulnerable students. A reduction in the number of exclusions and increase in attendance for the most vulnerable.	£30,000
Attendance office & Pastoral support	Increased attendance rates for PP students. Early intervention for school refusers or students with significant barriers to learning due to nonattendance.	£55,000
Student mentoring	Key identified students improve attendance, attitude to learning , progress through 1-2-1 mentoring program.	£35,000
<b>Total budgeted cost</b>		£120,000
<b>iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Direct Instruction program	Target intervention program to improve reading, spelling & numeracy age to be line with age related expectations.	See above costs
<b>Total budgeted cost</b>		See above costs

<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>		
<b>Action</b>	<b>Intended Outcome</b>	<b>Cost</b>
1-2-1 Learning coaches with specific remits CPD	Qualified learning coaches trained to improve outcomes for those with Dyslexia and Dyscalculia, Numeracy, Literacy, Memory and Processing, ELSA & Nuture etc	£10,000
SEND GCSE mentors. Exam preparation workshop for students & staff including exam access arrangements.	Students will receive individualised support with anxiety, stress, organisation and revision in lead up to major examination periods, improving attainment and progress for students. Staff will be trained on how to ensure students maximise every minute through exam access arrangements.	£1,500
Alternative Curriculum Provision	Provision of short-term alternative curriculum programmes for our most vulnerable students. A reduction in the number of exclusions and increase in attendance for the most vulnerable.	See costs above
<b>Total budgeted cost</b>		£11,500

<b>2. Impact Statement</b>			
<b>i. Quality teaching for all</b>			
<b>Action</b>	<b>Impact</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Deepening Subject Knowledge though Princes Trust Institute programme	There is no clear supporting evidence that these courses improved outcomes.	Robust & regular review of measurable objectives are required. This strategy will not be continued.	£16,620



Securing Improvement in Learning & Teaching programme Raising the quality of T&L	The latest Ofsted report judged Harewood as inadequate for T&L. Avonbourne was judged as good in their last inspection, however PP data does not support this.	Over the last year has been developed to focus on Rosenshine's principles, Teach Like a Champion strategies & teach to the top. This is already having impact on moving toward Quality First Teaching & this will continue.	£56,000
Thinking skills Academic support. Developing metacognition & its use across the Trust through CPD, SILT & M&E.	There is no clear supporting evidence that these courses improved outcomes.	This has now blended into the TLAC & Rosenshine's principles work. Only evidence based research will be used as a CPD strategy.	£14,792
<b>ii. Targeted support and intervention</b>			
<b>Action</b>	<b>Impact</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
1 to 1 tuition, Academic & SEN support	At Harewood & Avonbourne there is no evidence to support this had any significant impact on outcomes as it was started too late. At Harewood this was not actioned until Spring term so had little impact. At Avonbourne the tuition is across year groups & not targeted to Year 11.	Question Level Analysis needs to be used to target cumulative dysfluency with regular summative assessment to test that the knowledge gap has been closed. 1-2-1 tuition in E&M will continue for Year 11.	£13,104
Effective Lifelong Learning Inventory (ELLI) programme	Whilst there was some evidence to support that the program was beneficial in Avonbourne this was not mirrored at Harewood.	Any strategy that presents quantitative data will need to be robustly monitored & reviewed. This strategy will not be continued.	£9,360

<b>iii. Behaviour and Attendance improvement strategies</b>			
<b>Action</b>	<b>Impact</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
ESW	Figures were not reduced at Harewood, attendance as a whole was identified being below national average. Avonbourne's figures below national average.	Avonbourne ESW very good at tracking PA. This work needs to continue to improve attendance figures in both PP and non PP students.	£46,800
PA mentoring	Qualitative feedback demonstrated that this had a positive impact of Avonbourne students. This was not replicated at Harewood.	Any strategy that presents qualitative & quantitative data will need to be robustly monitored & reviewed. This strategy will not be continued.	£29,060
<b>iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)</b>			
<b>Action</b>	<b>Impact</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Literacy support (including spelling and reading)	There is evidence to demonstrate that those below 100 in year 7 & 8 improved their spelling & reading ages at Harewood.	Regular deliberate spelling & reading practice in tutor time improved outcomes. This now needs to be accelerated – This will continue as the Direct Instruction program.	£10,140
Summer school	Only 13 students attended this program due to a late change in dates in the Academic year. There is no data to demonstrate that it has been of significant benefit. Qualitative feedback suggested it did aid the transition for those who did attend.	Any strategy that presents quantitative data will need to be robustly monitored & reviewed. This strategy will not be continued.	£3,950

<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>			
<b>Action</b>	<b>Impact</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Learning support homework club	There is no evidence to support that this was impactful as a strategy.	Any strategy that presents quantitative data will need to be robustly monitored & reviewed. This strategy will not be continued. This strategy will continue but not as part of PP.	£3,042
Nurture group	There is some qualitative evidence to support that this was impactful as a strategy in improving wellbeing for SEND PP students across the two academies.	Any strategy that presents quantitative data will need to be robustly monitored & reviewed. This strategy will be continued in conjunction with exam stress well-being sessions.	£14,196
Speech and Language support (SALT and dyslexic support)	There is no evidence to support that this was impactful as a strategy in improving outcomes across the two academies.	Any strategy that presents quantitative data will need to be robustly monitored & reviewed. This strategy will not be continued. This strategy will continue but now as part of the targeted 1-2-1 Learning Coach program where students are robustly monitored & reviewed.	£3,900

### 3. Additional detail

The remaining funding was utilised to reduce barriers to learning for students in the following ways:

- Counselling
- ELSA support
- English lessons for EAL families
- LAC support trips
- Marking & feedback development



- Whole School mentoring program
- Middle leader meetings
- Pastoral heads 1-2-1 sessions
- Pastoral Support Fund
- Progress Mentoring
- Reading groups
- SAM Learning
- SPARKLE

