

Pupil premium strategy statement (secondary)

1. Summary information					
School	Archbishop Blanch School				
Academic Year	2021-2022	Total PP budget (estimated)	£189,090	Date of most recent PP Review	Oct 2021
Total number of pupils	1029	Number of pupils eligible for PP	233	Date for next internal review of this strategy	Oct 2022

2. School versus National Data			
	Pupils eligible for PP (school data 2019 GCSE outcomes)	Pupils not eligible for PP (national average 2019 GCSE)	Pupils eligible for PP - school predicted data December 2019)
% achieving 9-5 English & Maths	38%	50%	52.8%
Progress 8 score average	+0.19	0.13	0.464
Attainment 8 score average	48.13	50.15	49.75

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Progress of high ability Pupil Premium pupils compared to Non-Pupil Premium high ability	
B.	Proportion of mobile students who are Pupil Premium do not make the same progress as their peers who begin Archbishop Blanch in year 7.	
C.	KS3 focus - Improvements in assessment and curriculum at KS3 to ensure success in KS4/5.	
D.	Mental Health and Wellbeing of students due to COVID 19 restrictions impacting on progress and aspirations.	

E.	Staff CPD and pedagogy to ensure Pupil Premium pupils continue make the same progress as Non-PP peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Pupil Premium attendance and punctuality	
G.	Parental engagement and home learning	
H.	Rising exclusion rates in some pupil premium pupils	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	All pupils in all year groups will have full exposure to a 'supercurricular' curriculum which will ultimately impact significantly on GCSE/A-Level/Vocational outcomes in year 11/13.	<ul style="list-style-type: none"> - All faculty areas to have wider reading/supercurricular resources readily available for all Key Stages. - The Brilliant Club and other initiatives to become embedded into school life.
B.	With an increasing number of mobile pupils attending ABS, increasing attainment and progress for these pupils must be a focus so that they achieve as highly as pupils who began ABS in year 7.	<ul style="list-style-type: none"> - Mobile pupil transition programme to be adhered to. - Close monitoring of mobile pupils.
C.	Curriculum Intent, Implementation and Impact to be constantly reviewed for the needs of all our diverse learners, including pupil premium to ensure desired skills are learned in KS3 for success in KS4/5.	<ul style="list-style-type: none"> - Positive data in all key stages to show diversity in curriculum to meet the needs of PP pupils.
D.	To ensure ABS is a safe and motivating space for all pupils to learn, flourish and achieve expected outcomes in year 11/13.	<ul style="list-style-type: none"> - Positive data in all key stages - Quality assurance outcomes to be positive. Pupil voice to be positive for all pupils.
E.	For staff to research, experiment and reflect on their teaching using our in-school CPD programme, EEF guidance; as well as other pedagogical reading to enhance outcomes of all pupils, in particular pupil premium.	<ul style="list-style-type: none"> - Positive data and outcomes for all pupils, including pupil premium. Staff to use knowledge to ensure T&L is personalised and effective.

5. Planned expenditure

Academic year

2021-22

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

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?
A. Progress of high ability Pupil Premium pupils compared to Non-Pupil Premium high ability will be the same, if not enhanced further	<p>-Continuous drive of curriculum intent, implementation, impact with regular reviews via CPD, departmental meetings and quality assurance.</p> <p>-Newly appointed Associate Assistant Headteacher with responsibility for HAPS who updates SLT with half termly interventions/initiatives, monitors these and provides support to middle leaders to ensure HAPS is highly on the agenda. H Stuttard meets regularly with T Hughes (PP) To cross reference pupils and ensure the HAP/PP drive is a main focus.</p> <p>-Introduction of The Brilliant Club to be monitored by HS with 65% pupils PP/HAP year 10 cohort. Opportunity to develop links with professionals who have a PHD etc. This will be closely tracked and monitored by HS/TH.</p>	<p>Ofsted framework.</p> <p>Year 10 cohort have highest KS2 scores.</p> <p>Data from last three years identifies HAP/PP do not make as much progress as HAP non-PP.</p> <p>Brilliant Club are a nationally recognised company with outstanding outcomes.</p>	<p>HS presentation to SLT each half term with updates.</p> <p>HS / TH to meet regularly to review PP/HAP match.</p> <p>Review of 'Brilliant Club' regularly and tracking of data to ensure progress is made 3 times per year.</p> <p>Through regular learning review fortnights.</p>	<p>H Stuttard T Hughes Middle Leaders</p>	<p>Termly</p>

	<p>-Ensuring the term 'Super curricular' is part of staff/pupil vernacular and is used consistently across the school. Ensure that all subjects are offering super curricular work, including wider reading to all pupils in all key stages. These may be on Google Classroom or other such platform.</p>				
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<p>B. Proportion of mobile students who are Pupil Premium do not make the same progress as their peers who begin Archbishop Blanch in year 7.</p>	<ul style="list-style-type: none"> -Parent sessions (about our school, expectations, core values) zoom/ in person where possible. -Liaise with HOFs to ensure gaps in learning are addressed and catch up materials are in place -Record keeping – CPOMS -CPD for staff – CC – March 2022 – student wellbeing CC to liaise with TH – <u>Understanding mobile pupils.</u> -Welcome pack for all pupils. -Initial sessions weekly and becoming less regular until they become half termly follow up – core values – issues arising – CC/PLs/PaLs to develop script. -PL to support via: Bi weekly pastoral sessions including: Initial meeting with parents (may be phone call depending on the needs of each student – to introduce their role and discuss any settling in issues. Followed by further termly meetings/calls -Regular – half termly round robins -Liaise with faculty leaders to address gaps in learning and ensure catch up materials or strategies are in place. Close monitoring and identifying support required and arrange for this support to be in place -Half termly 'report' to CC re, attitude, behaviour etc. 	<p>Past ABS data suggests mobile pupils do not make as much progress in school.</p>	<p>CC to meet with PL's and PaLs regularly for updates. CC to monitor and track transition into school and report to SLT regularly. CC / TH to meet regularly for updates and review. CC to meet with pastoral team weekly. Tracking of data for each pupil to ensure they are making progress.</p>	<p>C Carter T Hughes Progress Leaders Curriculum Leaders</p>	<p>Termly</p>
<p>C. KS3 focus - Improvements in assessment and curriculum at KS3 to ensure success in KS4/5.</p>	<ul style="list-style-type: none"> - Focus on curriculum recovery and regular reviews to check gaps in learning are addressed, recall embedded - Focus on Diversity, Literacy, Numeracy within each curriculum area - Reviewing curriculum half termly through department time/CPD. - Curriculum areas assess Marking and Feedback Policy and to make changes to suit the needs of all pupils including PP. -Curriculum areas to focus on quality of assessment. -Regular Magenta Principles training with three champions leading on this. CPD to show staff how effective this is with PP pupils. 	<p>Ofsted framework Focus on EEF T&L Toolkit.</p>	<p>Regular CPD for all staff. Monthly Extended Leadership meetings and breakfast for updates. Through Learning Review Fortnights – work scrutiny, learning walks, pupil voice, online platforms.</p>	<p>T Hughes S Fraser Curriculum Leaders</p>	<p>Half termly</p>

<p>D. Mental Health and Wellbeing of students due to COVID 19 restrictions impacting on progress and aspirations.</p>	<ul style="list-style-type: none"> - Two in-house counsellors. - Laptops loaned to pupils without access at home. - Extra pastoral support through recruitment of extra member of staff. - Regular staff training around mental health and well-being. -Managerial supervision meetings weekly with Safeguarding Team. - Focus in ACE/CEIAG on a weekly basis. - Curriculum areas to incorporate mental health/wellbeing into schemes of work. -More opportunities for cultural capital. -Regular Unicycle events. - Care packages. -Regular CPOMS training. -LGBTQ+ group to meet weekly. 	<p>COVID Pandemic – national drive on wellbeing and mental health.</p>	<p>Managerial supervision meetings once a week. Daily meetings with pastoral team. SLT to monitor and meet daily.</p>	<p>K Graham C Carter T Hughes Pastoral Staff Progress Leaders</p>	<p>On-going</p>
<p>E. Staff CPD and pedagogy to ensure Pupil Premium pupils continue make the same progress as Non-PP peers.</p>	<ul style="list-style-type: none"> -Dedicated CPD training over the academic year for all staff.; review points timetabled in CPD calendar. -Staff reminder to review EEF documents regularly and links to ‘sign up’ for newsletters. -Extra training for postholders/middle leaders in terms of data and tracking particularly for PP pupils. -PP through quality assurance fortnights is to remain a key focus in learning walks, work scrutiny, pupil voice. -PP coordinator/SLT to conduct extra pupil voice and work scrutiny over the academic year for PP pupils and feedback to middle leaders. -Staff across the school to showcase T&L within the classroom for PP attainment and progress. -Staff CPD library to be installed with many educational readings on raising attainment for PP pupils. 	<p>EEF T&L Toolkit. EEF Effective Professional Development Guidance Report. Ofsted Framework.</p>	<p>TH to monitor as CPD/PP coordinator. Learning Review Fortnights – QA procedures.</p>	<p>T Hughes Middle Leaders</p>	<p>Half termly</p>
Total budgeted cost					<p>£82,390</p>
<p>ii. Targeted support</p>					

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?
Improvement in attendance and punctuality of Pupil Premium Pupils	<p>Dedicated attendance team to continue with:</p> <ul style="list-style-type: none"> First day response Daily absence report for each year group Daily absence report for all year groups Weekly attendance figures and breakdown of PP v's Non-PP and national figures/year to date figures. Covid updates with daily lists of pupils to provide work for. FSM vouchers to be sent home weekly for those off 	<p>DFE research – higher absence, lower attainment. Attendance is top three across Liverpool – needs to remain core focus.</p>	<p>Assistant Headteacher for attendance to monitor weekly and report back half termly to SLT.</p> <p>Progress leaders to liaise with attendance team weekly and form tutors.</p>	C Carter	On-going
Improvement in parental engagement and home learning	<p>Online coffee morning (ADHD) continue</p> <p>Use of School Cloud for parents' evenings has improved attendance so this will continue.</p> <p>Specialist intervention/form tutor evenings will be in person for a face-to-face meeting about progress.</p> <p>Laptop/data loans for those without technology at home.</p> <p>Numeracy quiz night for parents.</p> <p>Online help sessions for Google Classroom/Class</p>	<p>Digital technology rated +4 on T&L toolkit EEF.</p> <p>Parental engagement +3 on EEF T&L.</p>	<p>Continued discussion across SLT team.</p> <p>Pupil voice.</p> <p>Attendance registers</p> <p>Questionnaires/surveys.</p>	SLT	Through regular line management meetings.
Decrease in exclusion rates post Covid for PP pupils	<p>Reflection room used for pastoral team to complete restorative justice sessions/reflection session in order for excluded pupils to transition back into normal school life.</p> <p>Review of behaviour policy and procedures to ensure consistent approach and de-escalation, restorative practices and ensuring exclusion is last resort.</p> <p>Most exclusions have been as a result of escalating difficulties in friendship issues. PLs working on 'Year of Kindness' and anti-bullying programme.</p> <p>Therapeutic and educational intervention for vulnerable pupils – school counselling, adhd foundation, YPAS, diversity coordinator.</p>	<p>Focus on positive approaches rather than punitive to behaviour management and sanctions – rehabilitation and education rather than punishment.</p>	<p>PL anti-bullying programme to be reviewed through appraisal.</p> <p>Behaviour review to be ongoing collaborative action research - approved by SLT and then disseminated to staff and reviewed across the year. Part of AHT appraisal.</p>	C Carter	Ongoing

<p>Improve levels of literacy to increase attainment for PP pupils with a multiple disadvantage.</p>	<p>Specialist EMTAS EAL support Supply of coloured overlays/exercise books for pupils with identified SpLD. Regular updates of Pupil Profiles to help staff differentiate appropriately.</p>	<p>Specific advice/guidance on how to best support disadvantaged pupils with undiagnosed SEN. Allows for accurate IEP's for pupils who need this.</p>	<p>Attendance registers EMTAS teacher reports Pupil voice Data analysis Referral process Round Robins</p>	<p>H Hurt K Graham</p>	<p>Termly.</p>
<p>Improvement in literacy and numeracy attainment for all PP pupils.</p>	<p>New postholder with action plans created for the academic year and beyond. Regular literacy and numeracy events calendared throughout the year. Staff CPD continues to incorporate literacy and numeracy training. All year 7 are not completing The Bedrock Programme. Other groups in different yr. groups also complete this with specific needs.</p>	<p>Continued drive for literacy and numeracy to be evident across the school in all key stages. EEF Literacy / numeracy suggest different initiatives.</p>	<p>Learning review fortnights Pupil voice. Staff surveys Staff CPD evaluations</p>	<p>R Auer S Quine</p>	<p>Termly</p>
<p>Continued drive for Cultural Capital opportunities by using Evolve Plus programme</p>	<p>Evolve has been set up across the school to monitor all enrichment, intervention, tuition and cultural capital visits/trips. Progress leaders initially will track and liaise with pupils, parents and curriculum leaders to ensure all PP pupils have access to all events.</p>	<p>Having a holistic overview of all pupils in the school will allow for more participation and ensuing all pupils attend sessions.</p>	<p>Pupil voice All pupils attending sessions</p>	<p>H Browne Progress Leaders</p>	<p>On going</p>
<p>Continued drive with CEIAG in the school for PP pupils</p>	<p>Year 11 one-one careers appointments with Anthony Stagg (external careers advisor) Year 13 one-one careers appointments with Anthony Stagg Meet the Professionals sessions Careers Fairs Alternative provision post 16 work to ensure no NEET pupils. Mock interviews. Continued work with Shaping Futures. ACE Programme incorporates wellbeing/aspirational sessions.</p>	<p>On-going dedicated work by external careers advisor and Associate Assistant Headteacher with responsibility for CEIAG/ACE.</p>	<p>Half termly feedback from Associate Headteacher to SLT team. Feedback from pupils/parents Staff surveys and feedback</p>	<p>H Rimmer</p>	<p>On going</p>

Assertive mentoring programme to be successful and raise aspiration and attainment for PP pupils	SLT and wider SLT team meet weekly with year 11 PP pupils who are currently underachieving across the majority of their subjects and have the lowest progress 8 score in the year group. Discussion centre around: attendance, punctuality, behaviour, revision, progress, wellbeing.	Historically, assertive mentoring with senior staff has seen improvements in results for year 11.	Half termly monitoring by PP coordinator. Feedback from staff and pupils. Data.	T Hughes	Half termly
Total budgeted cost					£76,700
iii. Other approaches					
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?
Regular Unicycle Events to ensure PP pupils have access to uniform if needed.	Termly 'Unicycle' events for parents/carers to drop into school and choose quality uniform for their child. Regular communication with parents/carers for donations of quality uniform.	First event in July 2021 was hugely popular. Increased pan in school and increased number of pupils from deprived postcodes within the city.	Termly events provide all parents the opportunity to save £100's on uniform. PP parents have first refusal.	T Hughes	On-going
Continued drive of Care packages for pupils in need.	Links with St James in the City to support 5 vulnerable families with fortnightly care packages. Staff/parent fund for donations to help towards Christmas Care Hampers and presents for vulnerable pupils in each year group.	Since COVID lockdown, more families are out of work; increased number of asylum seekers. General need has increased.	Liaise with Progress Leaders, form tutors, pastoral team for known pupils who are currently struggling financially.	T Hughes	Yearly
Free breakfast for all pupils	Links with COOP local business to provide bread and breakfast bars for any pupil in the school to ensure they don't go hungry.	Children need to be fed and must not go hungry!	PP coordinator to liaise with link from COOP and check with kitchen manager the uptake on food for pupils.	T Hughes	On-going
Pupils with COVID/isolating to have access to FSM vouchers	Weekly attendance checks and £15 voucher sent home to FSM pupils isolating to compensate for losing lunch allowance in school.	Families cannot afford meals without FSM vouchers and made to isolate due to COVID.	PP coordinator to monitor weekly and liaise with support staff to send vouchers home to those isolating.	T Hughes	Once COVID pandemic ends

All pupils to have access to technological device/data for home learning.	Continuous review of pupils who need devices at home to complete work. DFE laptops	DFE have given schools devices to use to ensure all pupils have access should there be more lockdowns and for lost learning time due to COVID.	PP coordinator to audit each term and keep track of pupils and numbers. Loans given on a termly basis.	T Hughes	On-going – await advice from DFE.
Diagnosis of SEN need for PP pupils	Educational Psychologist SLA	Specific advice/guidance on how to best support disadvantaged pupils with undiagnosed SEN. Allows for accurate IEP's for pupils who need this.	Pupil profiles incorporating advice on how to best support specific pupils. SEND learning review walks Review of data.	K Graham	On-going
Period Poverty Campaign	Hygiene boxes in all form rooms with sanitary products, briefs and tights. Replenished regularly	Continued success and utilised throughout the school by all pupils.	Sixth Form leadership team Pastoral team in sixth form Both will replenish accordingly.	Sixth Form Team	Yearly
Total budgeted cost					£30,000
Overall Budgeted Cost					£189,090

6. Review of expenditure

Previous Academic Year(s) (2020-21)

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
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<p>A All PP students of all abilities in year 11 will have positive progress 8 scores in all subjects including those identified as a barrier.</p>	<ul style="list-style-type: none"> -Continuous review of the curriculum in each subject and the journey pupils will make. Staff to review curriculum at all Key Stages at regular intervals throughout the year to ensure progress is made for PP pupils as well as non-PP. -Continue to embed and develop Magenta Principles in all lessons across the school. -Ensure accurate monitoring and tracking through employment of the data management team. - HLTAs in English and Maths. -Class charts will be used to manage progress of PP pupils. PP on a page will be given to all HHODHODs/Progress Leaders to monitor and for QA purposes. 	<p>Academic year 2020 began positively with new PP Assistant Headteacher delivering extended leadership sessions to highlight PP cohort across the school and each year group. 'PP on a Page' for each pupil in each year group were given to middle leaders which also showed multiple disadvantage and ability. Later on, in the year, an electronic version of this was put on Classcharts which enabled staff to seat PP strategically and monitor.</p> <p>Each year departments have to review curriculum and through quality assurance procedures this was completed each term over a fortnight. SLT as well as middle leaders were part of this process to ensure curriculum plans were rigorous but fluid to allow for differentiation. This allowed PP and QA lead (TH) to carefully monitor progress of PP pupils who may have been fallen behind. Due to year 11 finishing their course in March 2020 due to COVID Lockdown, this process allowed staff to correctly identify strength and weaknesses of the year 11 cohort and give accurate centre assessed grades (CAGS)</p> <p>Magenta Principles continues to be implemented across the school each year. New staff have training and current staff have refresher courses throughout the year and opportunities to showcase outstanding examples of Magenta. During the COVID lockdown, regular CPD on Magenta was streamed online and staff were able to choose ideas from the staff shared area that different departments had put together in terms of blended learning.</p>	<p>Curriculum Recovery is now a core focus in the school and middle leaders are constantly reviewing their curriculums for maximum impact for PP/Non-PP pupils due to the COVID pandemic. This will be ongoing.</p> <p>In terms of T&L, there have been staff who have joined the school who have not had the real benefit of ongoing Magenta training so this will continue through the CPD programme offered. There will be two new Magenta Leads due to previous lead practitioners enhancing their TLR position.</p> <p>Classcharts continues to become more effective in the school with more staff utilising its features. Staff will still be encouraged to seat PP strategically and use CC for strategic planning as well as for monitoring behaviour and homework.</p>
<p>B. All students, including PP will have access to quality first teaching by all members of staff and subjects in the school. T&L will be differentiated,</p>	<ul style="list-style-type: none"> - Implement bespoke CPD pathway to ensure all staff are aware of dif approaches to maximising progress for PP pupils. - Staff to conduct own action research using EEF which will help diminish dif between PP/Non-PP. Staff expectation to present impact 	<ul style="list-style-type: none"> - Autumn 2019 staff had bespoke PP CPD led by TH initially, then staff worked in cross curricular groups to conduct own research. Further CPD was completed through 2019/early 2020 where staff across the school led sessions to showcase their studies and show progress for PP pupils. - Every member of staff conducted own EEF research from list of low cost/high impact ideas given by PP coordinator TH. All staff fed back their research and actions in the classroom within department meetings 	<ul style="list-style-type: none"> - Excellent training stated by all staff which continues each year on a PP cycle through CPD. -New staff have bespoke PP training early September and all staff have PP refresher training throughout each year. - Staff are encouraged to update their pedagogy on PP through the EEF website and utilise approaches. - Regular T&L breakfasts/department meetings

<p>And personalised to ensure progress is made</p>	<p>On PP pupils and track through the year. -PP reviews will be built into CPD programme/PP champion in each dept</p>	<p>Which are all minuted and on the school shared area for staff as evidence. Some staff led CPD to showcase the impact of this research. Staff also completed survey to feedback how helpful/relevant CPD had been. -The first PP review went ahead early January 2020 but due to COVID restrictions the Summer review could not. However, staff were still encouraged during virtual CPD in lockdown to continue with PP research and actions for online lessons.</p>	<p>PP stays highly on the agenda. -Department minute. Action documents have PP as a heading to enforce department to discuss progress.</p>
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<p>C. All PP year 7-11 pupils will have behavioural and SMHC needs met which will impact on progress.</p>	<p>- Work closely with Shaping Futures on various projects ensuring PP pupils have access to higher education and initiatives which link to mental health/wellbeing.</p> <p>- CEIAG consultant, lead and assistant to continue aspirational talks/intervention.</p> <p>-Transition from primary to secondary will be fluid and the PSHE programme will incorporate SMHC needs.</p>	<ul style="list-style-type: none"> - Various in school session on mental toughness, resilience happened prelockdown (Autumn 2019) with different cohorts of year 9-11. During lockdown SF were able to offer some online support and summer Autumn 2020 again, offered online support for some of our more affected pupils in terms of wellbeing for integration back into school in bubbles. - CEIAG consultant (Anthony Stagg) continues to work with year 11 for careers talks/presentations etc. During COVID lockdown this did stop but then slowly the online session began to drip feed to year 11. During academic year 2020/2021 the face to face sessions began again and continue now into 2021/2022. - Transition unfortunately has been unpredictable due to the COVID restrictions; however, ABS has continued to maintain links with primaries to collect as much evidence and data to help with SMHC needs for our students. Online talks from the Headteacher and form tutors continued during lockdown. Now we have just had our first face to face form tutor meetings since 2019 and hoping to continue with this. 	<ul style="list-style-type: none"> - Shaping Futures continue to be valued partners with ABS. PP pupils are chosen carefully, looking also at particular postcodes in the city which affect life chances. - CEIAG remains a key focus in the school and continues with an upward trajectory. For another year we are front runner for an Educate award for our continued drive on CEIAG. Our lead, Helen Rimmer now takes on an Associate Assistant Headteacher role in the school which has created even more capacity for CEIAG provision.
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<p>D. PP pupils will have access to wide range of cultural and enriching opportunities in all year groups which will diminish the difference in levels of progress between PP/Non-PP.</p>	<ul style="list-style-type: none"> - Middle leaders will directly link curriculum to cultural opportunities on their action plans. These will be monitored through quality assurance procedure throughout the year. Registers will be tracked. - Staff will be able to bid for extra funding from PP budget. -Launch of the new 'Inspiration Station' linked to intellectual thinking and 'Magic Breakfast' for all pupils. 	<ul style="list-style-type: none"> - All action plans were completed and cultural experience began in Autumn 2019. Due to COVID restrictions, not all experiences were able to continue as the country were in lockdown and pupils were not in school. However, as people got used to the new way of working, we have been able to offer many 'virtual' cultural experiences such as theatre shows, films, online talks/presentations. Since September 2021, we have already had Politicians in school, links back with local church SJITC, Cathedral services, Alton Towers trip etc. -Staff still bid for PP funding – year 7 and 8 PP will attend The Everyman pantomime at Christmas and have discounted tickets. -The Inspiration Station began in November 2019 and continued until March 2020 when lockdown began. Free breakfast from our local COOP is now in place but the IS has not started back up again yet. 	<ul style="list-style-type: none"> - Cultural Capital continues to be a major focus. We now have an advanced programme on 'Evolve' to track trip/enrichment registers. TH will monitor PP attendance and work with middle leaders to ensure all PP have the same opportunities as Non-PP. - Although Magic Breakfast no longer supply ABS with food funding, COOP continuity to enable us to offer free toast/breakfast bars each morning to all pupils in the school. Magic breakfast have been back in touch for TH to bid for more funding. This is currently in process. 	
<p>E PP mobile pupils will make the same progress and attainment as pupils who began ABS in year 7.</p>	<ul style="list-style-type: none"> -Mentoring programme will start for all mobile pupils, including PP to ensure a smooth transition into ABS life. -Regular meetings will take place to support mobile pupils and will be encouraged to attend enrichment opportunities. -Parents will be invited in at regular intervals during the year to ensure progress is being made. -Ass Headteacher taking NPQSL is leading whole school project to diminish gap between mobile and non. PP coordinator will support with PP pupils on this project. 	<ul style="list-style-type: none"> -Mentoring programme started Autumn 2019 but due to COVID restrictions this did not continue as pupils were not in school. 	<ul style="list-style-type: none"> -This has now re-started and will be closely monitored by C Carter and T Hughes to ensure mobile pupils make progress. 	
Total Expenditure		£83,896		
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

Improved behaviour for learning and engagement in school of PP pupils.	In school counsellor	Impact of this has been hugely successful over the last two years, particularly during the COVID pandemic. Pupils engaged with counsellor for zoom calls whilst school was closed and now back to face to face sessions.	Due to immense increase of mental health and wellbeing support needed for pupils in ABS due to COVID, we now have two inhouse counsellors, meaning double the number of pupils can have support. We have also built two new dedicated counsellor rooms on site.
To ensure underachieving yr. 11 PP pupils make progress to reach full potential.	Assertive mentoring programme led by senior staff	PP coordinator chooses a small cohort of PP pupils in year 11 who are underachieving from July mock data. Half termly cohorts are devised and senior staff continue to dedicate a session per week to raising aspirations for these pupils. Data July 2020 Data July 2021	This will continue and remains an integral part of support for our most vulnerable PP pupils.
Improve numeracy skills of all pupils in all key stages with an awareness of numeracy for life.	TLR for named member of staff to lead on numeracy across the curriculum.	Sally Quine is now the Numeracy postholder and is ensuring post COVID that numeracy is embedded in each classroom and lesson. The action plan for 2021/22 is extensive and will help bridge the gap from COVID restrictions.	CPD and numeracy interventions/initiatives are now back in full flow, with parental quiz nights planned and ongoing numeracy in the curriculum. Faculty areas have updated schemes of work to ensure numeracy is fully embedded within all lessons.
Improve literacy skills of all pupils in all key stages with an awareness of literacy for life.	Newly appointed TLR member of staff to continue leading across the curriculum on literacy from previous postholder.	Reanne Auer is now the Literacy postholder and is ensuring post COVID that numeracy is embedded in each classroom and lesson. The action plan for 2021/22 is extensive and will help bridge the gap from COVID restrictions.	CPD and literacy interventions/initiatives are now back in full flow, with 'Author of the Month', Drop everything and read. As well as this faculty areas are updating schemes of work to ensure literacy is fully embedded within all lessons.
Improve T&L in the classroom for all staff to ensure high levels of attainment for all pupils, especially PP.	Two dedicated T&L posts given to two members of staff to support wider staff in mastering T&L within the classroom.	This continued for academic year 2019/2020 until T Hughes took on the role as an Assistant Headteacher.	Continued T&L CPD throughout the academic year. T&L breakfasts continue to be embedded into school life. Dedicated PP sessions continue to ensure all staff keep PP pupils at the forefront of planning within the classroom.

Increased levels of attendance for PP and multiple disadvantaged pupils.	Dedicated attendance team to continue: -First day response, daily absence report, weekly attendance figures plus each week compared to national figures and last year's cohort.	Huge strength within the school and ABS continues to have outstanding attendance even during COVID restriction and now with many still absent due to COVID. Figures to date show that PP pupils are continuing to improve across school but also the city in general and a lot higher than national.	Continued drive on this with our dedicated pastoral and attendance team. A further member of staff has been recruited to allow the continued care whilst the school pan grows even further.
Improve levels of literacy to increase attainment for PP pupils who are also EAL and/or SEN.	Specialist EMTAS EAL support. Supply of coloured overlays/exercise books for pupils with identified SpLD.	Continues to grow in numbers and with extra funding now from both PP and Covid Catch-up, reaching out to more pupils in our school community.	Yes

Total Expenditure	£71,066
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Disadvantaged pupils to have same access to Non-disadvantaged	Peripatetic music lessons, trip contributions, D of E enrolment and equipment, uniform	All disadvantaged who wish to have peripatetic music lessons will have lessons paid/partially paid. Trip contributions are often taken out of PP budget. This will continue and we always strive to reduce rates for PP. During the COVID pandemic, a 'Unicycle' event took place for quality used uniform to be purchased to all pupils/parents who needed it. This event now will be each term and is proving extremely popular. Dof E has begun again and those PP who required funding have been granted this.	Yes – all will continue
Improved behaviour for learning and engagement with school	CEIAG consultant, lead and assistant	See comment in earlier section.	Yes

Diminish the difference for disadvantaged pupils	Educational Psychologist SLA	Constant work with outside agencies continues as more and more pupils have varying needs as education improves under the 'Diversity' umbrella. Lots of staff training continues for this. In November Inset 2021, a full morning of ADHD training was given to all staff in the school. Further sessions for LSA's and teaching staff will continue throughout the year.	Yes.
Total Expenditure		28,000	
2020-2021 Overall Expenditure		£182,962	

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

	NOR Yr. 11		P8		Basics (9-4) % (A*-C 2016)		Basics (9-5) %		P8 English		P8 maths		Ebaac entered %		EBACC passed % (9-4/A*-C)	
	PP	non-pp	PP	non-pp	PP	non-pp	pp	non-pp	pp	non-pp	pp	non-pp	pp	non-pp	pp	non-pp
2019	40	93	0.20	0.96	64.3	87.9	35.7	72.5	0.64	1.40	0.09	0.61	55	90	38	56
2018	45	94	0.1	0.66	64.4	88.3	40	63.8	0.81	1.17	-0.12	0.08				
2017	27	112	0.1	0.50	70	82.7	59	61.8	0.83	1.22	0.15	0.33	22	27	15	19
2016	55	81	-0.17	0.02	58	82			0.39	0.47	-0.30	-0.23	49	64	25	40
2015	26	108			17	80							39	72	13	49

Year Group	Total Pupil Premium Students	Total Multiple Disadvantaged	No. of PP Mobile Students
7	180	51	26
8	150	28	14
9	141	44	22
10	135	39	29
11	137	24	17
12			
13	16	6	

Ebaac entered in year 11 = 110/137 total

Ebaac PP students entered in year 11 = 26



