

Pupil premium strategy statement (secondary)

1. Summary information					
School	Archbishop Blanch School				
Academic Year	2019-20	Total PP budget (estimated)	£158,950	Date of most recent PP Review	Sep 2019
Total number of pupils	742	Number of pupils eligible for PP	170	Date for next internal review of this strategy	Sep 2020

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	+0.20	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 PP students in identified subject areas have a negative progress 8 in comparison to other subjects in the school; in particular: French, Geography, Physics, Maths
B.	Developmental needs for staff to ensure PP students can access the curriculum and make the same progress as their non-pp peers
C.	Behavioural and SEMH needs for small number of pupils in each year group impacting on progress and aspirations of PP students
D.	Restricted access to opportunities for educational & cultural enrichment
E.	Proportion of mobile students who are PP do not make the same progress as their peers who began ABS in year 7

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
F.	Lower attendance		
G.	Poor home learning environment		
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria	
A.	All year 11 PP to have a positive P8 scores and in line with national PP data; particularly in identified subjects as stated above. Increase P8 scores of all learners in all subject areas at KS3	The gap between subjects for all ability ranges (L/M/H prior attainers) will reduce in KS4	
B.	Staff will engage in bespoke CPD pathways and adopt approaches from the EEF teacher's toolkit to personalise the learning and progress of PP students and diminish the gap between PP and Non PP.	Quality first teaching for all PP students in the school Quality assurance will identify approaches and differentiation being used	
C.	Improved behaviour for learning and engagement with school	Overall attitude to learning scores in line with other ABS pupils; improved attendance and punctuality of learners with SEMH needs;	
D.	Disadvantaged pupils to have access to same opportunities as non-disadvantaged; career knowledge and aspirations raised	Disadvantaged pupils to take part in school visits, DofE, extra-curricular activities; engagement with CEIAG opportunities	
E.	Improve levels of engagement and attainment of PP students who do not begin ABS in year 7	Increased A8 scores of mobile PP learners	

5. Planned expenditure

Academic year

2019-20

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?
<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. 	<ul style="list-style-type: none"> -The new Ofsted framework states that staff and students should understand and be able to articulate the curriculum intent making a bespoke curriculum for all. -Metacognition and self-regulation (rated +8 in EEF T&L Toolkit) -Essential for progress monitoring; accurate data ensures timely and targeted interventions to identify and narrow gap - Individualised instruction (rated +3) and 1-1 tuition (rated +5 on T&L Toolkit) -Positive behaviour strategies and merit system to begin. 	<ul style="list-style-type: none"> -Department/pastoral line management meetings Quality assurance fortnight/MER fortnight three times per academic year. Sisra Analysis tools To review wave 1,2,3 interventions based on accurate data tracking. -Review of plans, baselined data for HLTA interventions -Record of merits/behaviour points 	<p>Dept. Heads Line managers</p>	<p>On-going – curriculum, class charts, and magenta will be reviewed during staff CPD sessions, twilights and during line management meetings.</p>

<p>B All students, including PP will have access to quality first teaching by all members of staff and subjects in the school. Teaching and learning will be differentiated and personalised to ensure progress is made.</p>	<p>-Implement bespoke CPD pathway to ensure all staff in the school are aware of different approaches to maximising progress for PP pupils. -Staff will conduct their own research into a T&L approach from the EEF which will help to diminish the difference between PP/Non PP progress. Staff will be expected to present the impact on PP students and track through the year. -PP reviews will be built into the CPD programme/PP champion in each dept.</p>	<p>- EEF T&L Toolkit – choice of 6 approaches which are low cost/high impact.</p>	<p>Dept. line management meetings Quality assurance procedures including pupil voice Formative and summative assessment Staff voice questionnaires and feedback group/PP champion</p>	<p>PP Coordinator Dept. Heads</p>	<p>Specific dates across the academics year as stated on the school calendar. Full review in Sept 2020</p>
<p>C All PP year 7-11 students will have behavioural and SMHC needs met which will impact on progress</p>	<p>-To work closely with Shaping Futures on various projects ensuring PP pupils have access to higher education and initiatives which link to mental health/wellbeing. -CEIAG consultant, lead and assistant to continue aspirational talks, intervention -Transition from Primary to secondary will be fluid and the PSHE programme will incorporate SMHC needs.</p>	<p>- Shaping Futures is linked to University of Liverpool – raising aspirations of PP pupils. CEIAG lead has raised aspirations throughout the school since taking over as the lead practitioner. Nominated for the second consecutive year by The Educate Awards.</p>	<p>Attendance registers Pupil voice evaluations Dept. Line management meetings to assess need for interventions and appropriately targeted pupils Regular meetings with Shaping Futures link colleague.</p>	<p>PP Coordinator CEIAG Lead</p>	<p>September 2020</p>

<p>D PP students will have access to a wide range of cultural and enriching opportunities in all year groups which will diminish the difference in levels of progress between pp and non pp</p>	<p>-All HOD/Progress Leaders will directly link curriculum to cultural opportunities on their action plans. These will be monitored during each QA cycle and registers will be tracked to ensure all PP gain real life experiences. -Staff will be able to bid for extra funding from the PP budget to ensure these pupils have the same opportunities as their non-pp peers. This includes funding for resources and revision material as well as cultural experiences. -Launch of the new 'Inspiration Station' linked to intellectual thinking and 'Magic Breakfasts' for all pupils</p>	<p>-New Ofsted framework and EEF toolkit state that real life experiences culturally develop PP pupils and disadvantaged which then leads to progress. -Super curricular evidence suggests that students who access curricular outside of the classroom make more progress than their peers who don't. -Magic breakfasts is a national programme with dedicated funding for cereals and bagels ensuring all students have access to breakfast each day.</p>	<p>Pupil premium intervention/cultural capital register which will be monitored by assistant head link for PP. Dept./Pastoral line management meetings PP coordinator to review all bids for funding Pupil voice Regular meetings with finance manager to assess funding and provision of magic breakfasts</p>	<p>PP Coordinator Dept. Heads/Progress Leaders</p>	<p>On-going Full review September 2020</p>
<p>E PP mobile students will make the same progress and attainment as pupils who began ABS in year 7</p>	<p>-Mentoring programme will be set up for all mobile students, including PP to ensure a smooth transition into ABS life. -Regular meetings will take place to support mobile pupils and they will be encouraged to attend clubs, interventions etc. – these will be monitored. -Parents will be invited in at regular intervals during the year to ensure progress is being made.</p>	<p>- Students who join us after year 7 do not make as much progress as students who go through y7-yr11. They are unable to meet the demands of the curriculum.</p>	<p>Data drops will monitor progress of mobile pupils Assistant headteacher linked to PP will monitor and track progress consistently throughout academic year.</p>	<p>PP Coordinator SENCO</p>	<p>Termly reviews with progress meetings. Full review – September 2020</p>
Total budgeted cost					£77,264
ii. Targeted support					

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?
Improved behaviour for learning and engagement in school of PP pupils	In school counsellor	Social and emotional learning (rated +4 on T&L Toolkit)	Pupil Voice Reduced behaviour logs Improved attendance of learners with SEMH	Dept. Head Progress Leader	September 2020
To ensure underachieving year 11 PP pupils make progress to reach full potential	Assertive mentoring programme led by senior staff	This was piloted last academic year with senior staff in the school and Heads of department/progress leaders. Pupils felt that they were supported and 'pushed' by those staff members working up to their GCSE exams.	Pupil voice Data drops	Senior leaders PP Coordinator	Termly reviews
Improved punctuality to school and lessons of PP pupils	Dedicated punctuality lead to adopt a new behavioural system for lateness to school and lessons	Whilst attendance figures are improving, there was still a need to improve punctuality of some PP pupils with SEMH; therefore a lead member of the pastoral team has been asked to work on a new positive behavioural system directly linked to punctuality.	Pupil voice Behaviour/punctuality logs Class charts Daily reminder emails to staff	Pastoral staff Progress leader Assistant Head teacher linked to specific year group	Termly reviews
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	According to National Numeracy online, "Good numeracy is the best protection against unemployment, low wages and poor health." We want to instil this into pupils at ABS to promote the importance of numeracy as a life skill.	Pupil voice Quality assurance procedures Numeracy Days and evaluations	Numeracy TLR post holder Line manager	September 2020

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	Reading Comprehension Strategies and Oral Language Strategies each rate +5 in EEF T&L toolkit	Pupil voice Quality assurance procedures Literacy Days and evaluations Word of the week QA	Literacy TLR postholder Line manager	September 2020
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	EEF states "Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention."	T&L Breakfast meetings Quality assurance procedures	T&L Postholders Line manager	September 2020
Increased levels of attendance for disadvantaged and multiple disadvantaged pupils	Dedicated attendance team to continue: -First day response -Daily absence report -Weekly attendance figures -Weekly attendance figures compared to national and last year's cohorts	DFE research reports, "schools with higher levels of pupil absence had lower performance among disadvantaged pupils" School has excellent attendance figures, however this must stay as a top priority regardless.	Weekly attendance figures including PA monitored by attendance team and pastoral staff. Progress Leaders to liaise with form tutors weekly to ensure attendance stays as a top priority	Attendance team Assistant Head-Pastoral	On going Full review September 2020
Improve levels of literacy to increase attainment for PP pupils who are also EAL and/or SEN (multiple disadvantage)	Specialist EMTAS EAL support Supply of coloured overlays/exercise books for pupils with identified SpLD	Improved English skills of EAL PP pupils will enable them to make progress across the curriculum. Pupils with SpLD to have learning needs met through visual screening and supply of specific colour for work in subjects to ease visual stress	Attendance registers EMTAS teacher reports Pupil voice Data analysis of PP/EAL pupils SEN HLTA to monitor referral process and screening process, informing staff and updating pupil profiles; tracking and monitoring of exercise books; round robin of staff to ensure use of books and overlays	Deputy Head-SENCO	September 2020
Total budgeted cost					£60,486

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?
Parental engagement of disadvantaged pupils (including mobile PP pupils) to increase	Termly parent information evenings/meetings. I-Pads issued to parents of disadvantaged pupils	Digital technology rated +4 on T&L toolkit Parental engagement rated +3 on T&L toolkit I-Pads will be issued to parents of those most in need which will enable good home/school links, easier access to homework and for parents to access school website, classcharts and gateway easier. Regular meetings to report new events, help parents to support their children will hopefully improve progress of disadvantaged pupils.	Parent questionnaires' Pupil Voice Attendance registers	PP Coordinator	Termly reviews Full review September 2020
Diminish the difference for disadvantaged pupils	Educational Psychologist SLA	Specific advice and guidance on how to best support disadvantaged pupils who it is believed have not been diagnosed previously with SpLD, MLD, ASD or other concerns. Allows disadvantaged pupils to be put onto the ASD pathway for support and/or accurate IEPs written for all pupils.	Pupil profiles incorporating advice on how to best support specific pupils SEND learning walks Review of data	Dept. Head/Progress Leaders	September 2020
Period Poverty Campaign	Hygiene boxes in all form rooms	This proved successful last academic year and all boxes were utilised throughout the school. Head girl team have evaluated the most appropriate items to be stored in the boxes and spoken to pupils about their experiences –which were overwhelmingly positive.	Head girl team to monitor and replenish accordingly	Head girl team PP coordinator	July 2020
Total budgeted cost					£21,200
Overall Budgeted Cost					£158,950

6. Review of expenditure

Previous Academic Year (2018-19)	
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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)
Increase P8 score of all learners, especially PP, in maths and science	Embed and develop Magenta Principles	Magenta Principles have been implemented into all lessons with regular quality assurance by T&L team and Head of Departments to measure the impact. Heads of maths and science have used the QA process to observe magenta being used within the classroom, Pupil voice has been a positive picture (especially in maths) for the use of different T&L activities within the classroom.	PP in maths 0.09 (improvement on last year) PP in science -0.009 (improvement on last year -0.211) Yes. Through continuous monitoring of magenta from T&L leads and through line management. Subject leaders need to ensure all staff regularly use magenta principles in their classroom to improve outcomes in all year groups.
Diminish the difference for disadvantaged pupils,	Ensure accurate monitoring & tracking through employment of data management team	This meets the needs of disadvantaged students immensely as the data team are able to work with data manager to ensure accurate use of data is given to subject and senior leaders in a timely manner of scrutiny and interventions to take place. After school interventions are logged on sims and monitored by the team which is effective in terms of internal data tracking.	Yes. This approach will continue and the data team are constantly advancing their pedagogy for sims/sisra to ensure best possible internal data tracking and monitoring.
Diminish the difference for disadvantaged pupils	HLTAs in English & maths	Through individualised instruction (rated +3) and 1-1 tuition (rated +5 on T&L Toolkit) Subject leaders in maths, English, Science and RE directed HLTA's accordingly with specific skills required to achieve potential.	Yes. Impact is through improving outcomes at KS4 for maths and maintained excellent outcomes in English (0.20 progress 8) HLTA's worked with underachieving disadvantaged students particularly for targeted SPAG/Maths skills in small focus groups (0.09 progress 8)
Diminish the difference and increase attainment for disadvantaged pupils, esp. in maths & science	Class charts to personalise learning for groups and individuals;	Class charts now has a lead teacher who continues to improve the programme and has ensured that it is utilised effectively by staff at all levels. Individual groups, including disadvantaged pupils are visible for classroom teachers and staff are able to strategise in terms of seating plans, behaviour and rewards.	Yes. New PP coordinator has arranged with class charts lead for a 'PP on a Page' view so that all pupil premium students in each year group are to be seen at once. This will allow middle leaders and classroom teachers to look for potential barriers and strategies for progress.

Increase P8 score of all learners, especially PP in maths and science.	Middle leader mentoring and support from successful in-school dept.	QA Lead and middle leader for English, Teresa Hughes worked with subject leaders of maths, science and RE to model best practice of QA procedures, T&L within the classroom and effective planning and monitoring. This was timetabled regularly to ensure there were support meeting and minutes/actions. TH helped subject leaders to strategise and build on stretch and challenge in depts.; also to help revise the curriculum.	Yes. With continued middle leader CPD from MER/QA now assistant headteacher, T Hughes. New Extended Leader breakfasts have been introduced and regular CPD sessions for middle leaders to develop strategy and management. RE and English PP P8 scores continue to be +1.14 +0.64 , with maths increasing to +0.09 and science -0.009. Compared to previous years
Diminish the difference and increase attainment for disadvantaged pupils, esp. in maths & science	GL Assessments	Year 7 students taking GL assessments Identify catch up cohort, KS2 reading and maths SATS scores and compare with GL assessments – literacy/numeracy	Yes. Continuing with this process and look at all students from 106 or below will complete GL assessments. All students do CAT 4 testing.

Total Expenditure	£106,366
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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 with school	In school counsellor	Pupil voice of students accessing the counsellor are extremely positive and she has helped students to manage their behavioural and emotional needs, consequently reducing their behaviour points in lessons and around school.	Yes. Counsellor continues to act as a vital part of the service we provide for our students with social and emotional needs. She has worked closely with SENCO and pastoral team to ensure worries/concerns are reported.
Improved behaviour for learning and engagement with school	Dedicated pastoral team	Class charts has been used to help the pastoral team effectively track behaviour in school. They have been able to intervene quickly and any behaviour issues have been quashed instantaneously. Weekly attendance data and first day response allows team and other senior staff in the school to intervene with immediate effect.	Yes. The pastoral team in ABS is extremely effective in helping promote a fine balance between support and academic 'pushing' of pupils. There is now a bigger team and more emphasis is on monitoring behaviour of students and punctuality from the assistant headteacher in charge; Clare Carter.

Improve literacy skills to increase attainment in new specifications requiring increased levels of literacy	TLR for named member of staff to lead on literacy across the curriculum	Pupil voice suggests that literacy across the curriculum and reading across the curriculum is excellent. Pupils feel supported in reading and literacy in subject areas. Reading is promoted through all subjects. The replenishment of the LRC has enthused and encouraged all pupils to take out books and develop reading skills.	Yes. We will continue to implement reading comprehension strategies and oral language strategies through staff CPD and develop these skills in all lessons. Close monitoring through quality assurance procedures will ensure these important literacy foci remain at the forefront of staff's planning and teaching.
Increased levels of attendance for disadvantaged pupils	Dedicated attendance monitor	Attendance continues to improve for disadvantaged pupils and is higher than national average consistently	Yes.
Diminish the difference for disadvantaged pupils, and increase A8 in maths & science	Half term & Easter intervention sessions- yr. 11; targeted interventions	Through close QLA in both maths and science, disadvantaged students had bespoke intervention prior to final exams. These interventions took place after school on set days and there were also Saturday revision sessions, as well as the maths department taking PP pupils on a residential weekend and sharing a peer mentoring cohort with English for English/Maths match.	Yes. We now have started breakfast intervention sessions for disadvantaged students to encourage them to eat at a very important time in the day ready to learn. New PP coordinator is monitoring attendance registers specifically of disadvantaged students and liaising on a regular basis with subject leaders about pupils who have attended or not. Line management meetings have a designated 'PP Progress' section on the minute/actions proforma to ensure disadvantaged pupils are picked up quickly if they need any type of intervention in terms of progress.
Improve literacy skills to increase attainment in new specifications requiring increased levels of literacy	Specialist EMTAS EAL support	EAL data for outcomes at KS4: English 1.47 progress 8 (1.07 Non- eal) Maths 0.61 P8 (0.39 non) Science 0.47 (0.40 non –eal) MFL 1.5 (-0.27 non-eal) Humanities 0.98 (non-eal 0.81)	Yes. Steve Roscoe will continue to work with EAL students on a regular basis as this provides 1-1 tuition for pupils who have a severe lack in English/literacy core skills.
Disadvantaged pupils to have access to same opportunities as non-disadvantaged pupils	Books, dictionaries, access to ICT, printing, etc.	There have a been a plethora of resources given to disadvantaged students over the course of the academic year – with subject leaders using some of their budget to facilitate: knowledge organisers, revision guides, printing and ICT etc.	Yes – more focused monitoring of this has begun this year. PP coordinator has asked subject leaders to 'bid' for PP funding and they must propose how the money will be used with specifics on impact and raising attainment. Regular quality assurance of impact will be ongoing throughout the year.

Diminish the difference for disadvantaged pupils	Supply of coloured overlays, coloured exercise books for disadvantaged students identified with SpLD	This intervention has proved successful and pupils with specific SpLD have better access to vital resources needed.	Yes. SEN HLTA will continue to monitor the referral process, informing staff and updating student profiles to allow SENCO and classroom teachers to have a more collaborative approach to meeting the needs of the students with SEN.
Total Expenditure		£48,203	
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 access to same opportunities as non-disadvantaged	Peripatetic music lessons, trip contributions, Dof E enrolment & equipment, uniform (as required)	Whilst there is no direct link to progress from the funding of peripatetic music lessons, pupil voice is overwhelmingly positive of pupils who have received this funding and it has encouraged gifted musicians to opt for music GCSE. In line with cultural capital experiences, DofE funding will continue for any PP pupil who wishes to take part in this enriching experience.	Yes for some music lessons and DofE
Improved behaviour for learning and engagement with school	CEIAG consultant, lead & assistant	This has been a phenomenal success in all year groups and the CEIAG programme we offer at ABS has improved significantly over the last few years. There have been 'Meet THE Professional' talks linking to various careers, mock interviews, careers events, a new CEIAG programme supporting PSHE etc.	Yes
Diminish the difference for disadvantaged pupils	Educational Psychologist SLA	This contained support is ongoing and paramount in identifying underlying needs of pupils.	Yes

Period Poverty Campaign	Hygiene boxes with female staff Roll out assembly	This initiative has been a huge success with all female students in the school. There were assemblies for every year group to launch and promote; boxes are regularly replenished and pupil voice questionnaires' peak highly of these.	Yes. Head girl team have ordered all equipment for the boxes and regularly check the usage of them to monitor and replenish. This has encouraged pupils to speak more openly about factors that may affect emotional and social wellbeing in women.
Reach for the Stars Programme	Targeted mentoring/reward programme		
Total Expenditure	£ 17,982		
2018-19 Overall Expenditure	£172,551		

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



