Our 2015/16 Strategy and Evaluation of Impact

The Pupil Premium allocated to Abbey College in 2015/16 is £195,000 (including £15,000 for year 7 Catch Up). This represents 3.4% of the school's annual budget.

Our Key Aims:

- I. Improved attainment and progress
- 2. Improved attendance, behaviour and punctuality

Strategy	Aims	Rationale	Expected Outcomes	How is this activity monitored and by whom?	Actual impact and evaluation of impact on PP students	% of PP Grant Allocated
Maintain employment of Pastoral staff, Educational Welfare Officer, Reflection Room manager, Ethos coordinator, SENCo administrator. Pass Survey used to identify attitudes to school	2	To ensure Fixed Term Exclusions are rare and that poor behaviour never leads to a loss of learning time. PP students are far more likely to attend Alternate Provision (AP), i.e. are classed as EOTAS. (80% contribution)	By 2017, reduce to zero the number of students who receive a Fixed Term Exclusion. Also, ensure that seclusion in the Reflection Room promotes inclusion and learning. Improved attendance and reduction in the number of EOTAS students	Regular reports of students' behaviour data. Pastoral team	Interim review January 2016. Final Review in May 2016.	50% £96,500
Additional Teacher of English for small group intervention	I	This enables us to put small groups of KS3 students through one term booster literacy programmes.	Improved attainment and progress of identified pupils in English with rapidly closing gaps in achievement.	Regular monitoring reports arising from teacher data in addition to subject leader monitoring.	May monitoring data shows that the gap between PP and non-PP pupils is much smaller than in previous years for year 7-9.	8% £16,000
Consultant Teachers of Maths and English	I	This enables us to have small group, highly focussed exam preparation classes for year II.	Improved attainment and progress of identified pupils in Maths and English with rapidly closing gaps in achievement.	Regular monitoring reports arising from teacher data in addition to subject leader monitoring.	May monitoring data shows that the gap between PP and non-PP pupils is much smaller than in previous years in year 11.	8% £16,000
Maintain funding for Pupil Premium	2	To extend the school's capacity to work more closely	Provide a fuller range of support for families to	Tracking and reporting on attendance,	Interim review January 2016.	13% £25,000

(Booster) Champion		with families and parents of students who are disadvantaged. To provide a homework club (Learning Development) for years 7 and 8.	overcome the causes of poor attendance or any other barriers to learning. Ultimately leading to improved education inclusion, attainment and progress.	behaviour, take up of extracurricular provision, attendance on educational visits, music lessons, attendance at Learning Development and progress.	Final Review in July 2016	
Literacy and Numeracy Facility and trained HLTAs	I	To intervene with any students who need additional literacy or numeracy intensive support. (20% contribution)	Improved attainment and progress of identified pupils in Literacy/Numeracy with rapidly closing gaps in achievement.	Regular monitoring reports HLTA, progress in English and Maths and attendance	Termly review	10% £20,000
Resilience Active Research Project with University of East London, Professor Aneta Tunariu	1 2	To develop resilience in students.	Student's resilience increases with a particular focus on attendance, Prevent agenda and academic progress. Other outcomes include: I. Positive self-concept: increased self-worth and sense of self-efficacy 2. Enhanced Personal Resilience: working with signature strengths 3. Enhanced Emotional Resilience 4. Adopting Positive Future Perspectives 5. Increased subjective well-being	Regular monitoring throughout the project by the pastoral team and project leader	Impact will be measured via a combination of Psychometric Measures (standardised and PASS survey) and bespoke measures (e.g., questionnaires completed by Tutors regarding: (a) English and Maths progress grades; (b) engagement with learning via average learning scores; (c) disruptive behaviour and other routine measures.	£3,500 (£7500 has been awarded via a grant)
Maintain funding of YMCA Councillor	1 2	To extend a health support services to vulnerable students at risk of disengagement or underachievement. Reflecting limitations of external support for moderate to	leading to	Regular line management and supervision, including case review and evaluation of therapy	Review in June 2016	1% £2,000

		severe mental health needs. (50% contribution)	attendance.	between Therapist, and SENCo		
Music Tuition	I	Provide 100% subsidised peripatetic music lessons for all PP students.	Widen participation and access to the Performing Arts.	Termly attendance and progress reports by peripatetic teachers to the SLT.	Review in May 2016.	3% £5,500
Pastoral Fund	2	Provision of hardship fund for all PP students: Uniform, equipment, trips and visit. Ensure that social deprivation is not a barrier to learning or extra-curricular experiences.	Promote greater social inclusion and provide opportunities for significantly improved cultural experiences.	Annual report on spending.	Final Review in March 2015.	4% £6,500
Promotion of Independent Learning	I	Provision of revision guides for all PP students (KS4) SAM learning and MyMaths online platform provided (KS4) Kerboodle online available for Science (KS3/4)	Fostering of home learning and independent study habits amongst all students as a basic requirement and expectation. Improved rates of progress and levels of attainment.	Teachers regularly monitor completion of Learning Development assignments and additional SAM learning completion	Interim review January 2016. Final Review in July 2016	2% £4,000

Key:

EOTAS = Educated other than at School