

# Abbot Alphege Academy

## Part of the Bath and Mendip Partnership Trust

### Pupil Premium Strategy Statement

Review Due:	Autumn 2020
Implementation:	September 2019
Applicable to:	All Trust Schools
Produced by:	TBMPT's Pupil Premium Strategy Working Party

#### *Summary*

For those who require a quick read or would like an overview before reading the full document, **a one page summary is provided here**. However, the detail in the full document is important and those working in schools are encouraged to read this.

Background: To produce the Pupil Premium Strategy Statement, teachers from across the Trust worked together to provide evidence-based guidance to help strengthen outcomes for children with the greatest need.

Introduction: Improving outcomes for disadvantaged pupils often requires a bespoke approach, and we recognise that more able disadvantaged pupils are also at risk of underachievement.

Section 3 clarifies precisely which children we are talking about when we report outcomes for 'disadvantaged pupils'.

Section 4 explains that, following analysis of need, Trust schools will use their pupil premium funding to:

- strengthen quality first teaching
- provide targeted academic support
- provide wider support to enable higher levels of aspiration and participation in all areas of school life.

Section 5 provides detailed guidance on decision making to help ensure that PP grant expenditure is driven by a school's priorities and needs. This is particularly relevant for senior leaders.

Section 6 details pupil-led provision that the Trust actively encourages its schools to use, based on the research examined by the teachers involved in the working party.

Section 7 is about implementation. While schools consistently have good intentions, sometimes implementation of strategies can encounter barriers. Guidance in this section is designed to help schools avoid common pitfalls when implementing PPG expenditure.

**From September 2019, the Trust is asking all its schools to use consistent methods of reporting and consistent ways of evidencing effective PPG spending strategies.** Section 8 gives the details of this. They include:

- a reporting template, provided in Appendix 1
- keeping case studies (only 1 or 2, and they should be concise and purposeful so that workload is targeted on pupils); a suggested template is provided in Appendix 2
- the option for schools to request a pupil premium review from the Trust

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## Pupil Premium Strategy Statement

### 1. Background

In the 2019 summer term, TBMPT formed a Pupil Premium Working Party comprising 10 teachers from 10 of the 15 schools in the Trust. The working party's purpose was to look at published evidence-informed guidance and practice used in Trust schools to help ensure that the impact of Pupil Premium (PP) expenditure is maximised for individuals and for the wider school population.

Informed by a comprehensive review of existing research and created through the collaborative efforts of a team that understands that high quality teaching and good leadership are paramount to the progress of all pupils and those from disadvantaged backgrounds in particular, the resulting Trust Pupil Premium Strategy Statement (this document) and its appendices have been formulated with the intention of strengthening educational outcomes for children with the greatest need, in every school in our Trust. The Pupil Premium Strategy Statement also serves to help Trust schools understand how the PP can be best utilised and how to evidence its impact.

### 2. Introduction

Improving aspirations for and raising the achievement of children from disadvantaged backgrounds is a priority for TBMPT because educational attainment has been shown to be the best predictor we have of a young person's long-term outcomes. Trust schools are committed to planning and putting in place, strategies that will help all children and young people to achieve their potential, with particular attention given to disadvantaged pupils for whom this has the potential to be a challenge.

Schools in TBMPT recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers. In Trust schools, the PP is used to raise the attainment and improve the life chances of children and young people across the full ability spectrum, recognising that more able disadvantaged pupils are at risk of underachievement too.

### 3. Pupil Premium Grant Entitlement For Reporting Purposes

Schools in TBMPT use categories identified by the DfE (**Pupil Premium: conditions of grant 2019 to 2020**) for reporting purposes. These are:

- i) Children entitled to Ever 6 free school meals (FSM)
- ii) Looked after children (LAC) entitled to the Pupil Premium Plus – see below
- iii) Children adopted from care or who have left care
- iv) Ever 6 Service children

Additionally, Trust schools include in reported attainment data, children in the above categories who are on roll at the point of reporting, but who were not on roll at the January Census used to determine the school's PP allocation.

The Pupil Premium Plus (PPP) is funding allocated to local authorities to help raise the attainment of LAC as well as pupils who have left care through adoption or a Special Guardianship Order (SGO). The LAC portion of the grant is managed by the virtual school headteacher who usually allocates the majority to schools, working in conjunction with

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headteachers and designated teachers to ensure that it is utilised in the best way and responds to needs identified through the Personal Education Plan (PEP) process. However, the adopted/SGO grant is allocated directly to schools, based on school census data.

## 4. Use of the Pupil Premium allocation

Based on analysis of need, schools in TBMPT will use their PP allocation to:

### 4.1 Strengthen quality first teaching

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PP to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the PP. While the PP is provided as a different grant from core funding, this financial split should not create an artificial separation from whole class teaching.

Spending on improving teaching might include professional development, training and support for early career teachers as well as recruitment and retention. Ensuring that every class is taught by an effective teacher and that every teacher is supported to keep improving is the key ingredient of a successful school and the top priority for PP spending for schools in TBMPT.

### 4.2 Provide targeted academic support

**The Education Endowment Foundation's (EEF) Teaching and Learning Toolkit (updated June 2018)** identifies small group and 1:1 tuition as being very helpful for disadvantaged children and one of the more effective as well as cost-effective interventions. Further guidance on the implementation of effective academic support can be found in 6.2 below.

### 4.3 Implement wider strategies that target the most significant, non-academic barriers to success in school

These strategies include attendance, behaviour, social, emotional and therapeutic support as well as gaps in experience. Schools in TBMPT will consider the specific features of the community the school serves when apportioning spending to this category.

Through the PP allocation, Trust schools will support disadvantaged pupils to participate in all areas of school life including extra-curricular activities, educational visits, music, sport and the arts. At Abbot Alphege Academy, this kind of support will be made available to pupils as long as they are meeting age related expectations for their academic learning. Activities to encourage and support children and young people to aspire to higher education and gainful employment will also be considered for children and young people in Key Stage 2 and above.

## 5 Operational guidance for the Pupil Premium

This guidance is provided to help ensure that decision making in respect of PP grant expenditure is driven by priority and need.

### 5.1 Intelligent analysis

Intelligent analysis of both 'hard' and 'soft' data to identify attainment gaps and barriers to achievement, with strategy selection based on evidence of what is most likely to work in meeting identified needs, is vital. Whilst it is relatively straightforward to identify gaps in attainment and academic progress, analysis of the barriers facing each school's most vulnerable pupils often requires more searching reflection. The personal barriers faced by the most vulnerable pupils are manifold and intelligent analysis can reveal that factors such as

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attendance or engagement need to be addressed before attainment can really become the focus. Barriers can also relate to the school or local context and affect certain children in particular e.g. poor parent/carer engagement, inadequate living conditions, being a young carer. Factors linked to staffing can also contribute to barriers that may need addressing – is the senior leadership team fully engaged with plans for PP spending? Do all staff hold high aspirations for vulnerable or challenging students?

Within the context of professional practice, schools in TBMPT are encouraged to continually learn from their own experiences of teaching and learning, as well as from external research. This combination facilitates intelligent analysis and helps to ensure that self-reflection leads to self-improvement for each member of staff and for the school as a whole.

## 5.2 Leadership

The need for 'clear, responsive leadership' is described by the DfE in its guidance '**Supporting the Attainment of Disadvantaged Pupils (2015)**'. Leadership must promote high aspirations, the ability to adapt to changing circumstances and an understanding of improvement as a journey without an end, which is pursued by all stakeholders.

Wherever possible, schools in TBMPT will allocate a member of the Senior Leadership Team to manage deployment of the PP grant and evaluate the impact of its use. In addition, the PP Strategy Statement showing how the grant will be spent in the current academic year, should be shared with all teachers and teaching assistants as part of each school's professional development practice because joint ownership and collaboration are essential to creating a cohesive approach and whole-school ethos for supporting disadvantaged pupils.

## 5.3 Bespoke provision

In cases where bespoke provision is identified as the most appropriate way of reducing identified barriers for a child or young person, this will be tailored to the pupil's individual needs and strengths, with regular reviews of progress. Every effort will be made to ensure that the provision fits the pupil, not the other way around.

The following factors are considered to be particularly important by TBMPT and will be given high priority when planning bespoke provision:

- i) assessment to provide a baseline
- ii) early intervention rather than focusing on end of key stage
- iii) capturing and working with the pupil's voice
- iv) the need to engage parents or carers
- v) regular review used to inform future decisions relating to choice of intervention and support.

## **6 Pupil-led provision the TBMPT actively encourages its schools to use**

### 6.1 Investment in staff training where specialised pedagogical approaches are required

While PP is not allocated to support SEN as such, TBMPT encourages it to be used to help build staff capacity around a range of additional needs if this is what is required to support a pupil/s entitled to the PP grant. Speech, language and communication difficulties, autism, attachment needs and EAL are examples of areas where training in specific, specialised pedagogical approaches would be beneficial.

### 6.2 Development of Metacognitive Strategies

Research shows that metacognitive strategies ('thinking about thinking' and 'learning to learn') can have real benefits in helping disadvantaged children and young people to develop their

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thinking skills and problem-solving strategies. Learning to regulate thinking also helps with regulating emotions. Both play an important part in developing independent and self-directed learning.

## 6.3 One-to-one and small group intervention

In response to EEF research recommendations, schools in TBMPT are encouraged to use evidence-based interventions (practices or programs that have peer-reviewed, documented, empirical evidence of effectiveness). These are best delivered by professionals trained in their use and are most effective when time limited with clear entry and exit criteria. Good communication between the delivery tutor, class teacher and parents/carers is also paramount to the success of these interventions.

When selecting interventions, schools in TBMPT will prioritise evidence-based, instructional interventions aimed at an identified and analysed weakness. The intervention will be delivered according to the program's teaching manual and will be reviewed at set intervals.

## 6.4 Building pupil resilience

Resilience is the ability to cope with adversity and bounce back. It is also about dealing with stress in a socially engaged way i.e. taking time out to calm down in a constructive way. Children who have been deprived of essential nurture and stability from the earliest stages of life are likely to lack emotional resilience and may need help to understand and control their emotions. As consistent, typically positive places, schools are in a good position to support children to develop the ability to self-regulate through social learning or relational strategies – behaviour modelling, reflective skills, buddying, circle time or Circle of Friends – and through emotionally literate interventions such as emotion coaching, SEAL, restorative practice, THRIVE and Boxall.

## 6.5 Support for transition

Transitional times such as moving between schools, key stages or even between lessons can be particularly difficult for some children to handle. They need to be given extra preparation for this and additional staff time might be allocated for this purpose. Preparation for significant transitions such as a change of school will be started several months before the event.

## 6.6 Other approaches

There are many other strategies that can be used to accelerate academic progress and improve mental health and wellbeing. Staff in Trust schools are directed to the **EEF Teaching and Learning Toolkit (updated October 2018)** and its **Early Years companion** for ideas and to explore pros and cons.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/>

## 7 **The ingredients of effective implementation**

TBMPT recognises that to be truly inclusive, provision and pedagogy need to be balanced and flexible. In the case of the most vulnerable learners, it often needs to be personalised.

In drawing up their PP strategies, schools in TBMPT are encouraged to keep the five principles below at the heart of decision-making, and devise strategies that:

- 1) are consistent – but flexible and responsive

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- 2) take care of core subjects – but also the wider progress and the whole child
- 3) respond to individual needs and differences – while avoiding stigma or marginalisation
- 4) make effective use of data – to inform a response that is personalised and not mechanistic
- 5) are creative and innovative – but with tangible, measurable outcomes.

Evidence-informed approaches that combine findings from research with professional expertise are particularly effective in helping to implement strategies and approaches that respond to and align with the needs of the school and the disadvantaged pupils on roll at any one time.

Taking an evidence-informed approach to PP spending will help schools to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches.

The challenge of implementation means that less is more; selecting a small number of priorities and giving them the best chance of success is a priority for schools in TBMPT. **The EEF's guidance report, Putting Evidence to Work: A School's Guide to Implementation (February 2018)** offers guidance applicable to any school improvement decision, based around this implementation cycle: EXPLORE, PREPARE, DELIVER, SUSTAIN.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

Staff responsible for drawing up the school's PP Strategy Statement are asked to read this short document (also available as an online training PowerPoint) and use its guidance to help ensure that strategies chosen secure maximum, desired impact for individuals entitled to the grant and for the wider school population.

### **8 Accountability for the Pupil Premium**

#### **8.1 Reporting on the Pupil Premium Strategy**

TBMPT recognises that accountability for PP spend is critical as well as a statutory requirement. Research shows that schools that are most effective in improving outcomes for disadvantaged pupils consistently and systematically review their practice and use ensuing system evidence about what makes a real difference, to change their practice. Conditions of the grant, set by the DfE and ESFA, include the requirement for each school to publish its statement for using the PP on their website, alongside a review of the impact of provision funded by the grant. Details of the specific information each academy is required to publish are cited in the school's funding agreement.

For further information see the GOV.UK website: **Pupil premium: funding and accountability for schools (DfE and ESFA) – updated June 2019**

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings#reporting-and-accountability>

From September 2019, TBMPT is asking all of its schools to use a standard reporting template to record PP Strategy Statements. The reporting template produced by TBMPT's Pupil Premium Working Party is located in **Appendix 1**. It draws heavily on the 'Pupil premium strategy statements (primary & secondary)' provided by the Teaching Schools Council (TSC) - updated October 2018. Minor modifications have been made by members of Pupil Premium Working Party. These serve to strengthen clarity and accessibility for the diverse range of

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schools in the Trust. A consistent approach to reporting on the use and impact of the grant will:

- support accountability for disadvantaged pupil outcomes at Trust level
- facilitate the sharing of the rationale for and impact of approaches used to address the needs of disadvantaged pupils across Trust schools
- enable effective practice to be more easily shared
- allow schools to learn from strategies that were less effective in other schools.

Trust Leadership Partners will review PP Strategy Statements with headteachers. In addition, schools are encouraged to engage in peer-led reviews to support self-reflection and the sharing of good practice.

When using the Trust's PP reporting template, schools are asked to keep in mind that self-evaluation and recording what has been learnt are key elements of improving practice. Both should be ongoing across the year and could include:

- pupil progress meetings and PEP reviews for looked-after children
- data-tracking
- RAG-rating of interventions
- pupil surveys
- focused observations.

The Trust recognises that there are different kinds of progress and diverse ways to measure this. Attitudinal surveys and tools to measure wider progress can be the key to supporting the most vulnerable children and young people. In such cases, schools might use a range of tools to track engagement and resilience as essential components of improved academic attainment. Tools for this purpose could include:

- PASS (Pupil's Attitudes to Self & School)
- Strengths & Difficulties Questionnaires (SDQs)
- Boxall Profile
- Resilience Scales
- Systems devised by individual schools.

## 8.2 Case Studies

The Trust recommends that each school maintains one or two case studies to evidence the impact of PP expenditure on outcomes for disadvantaged pupils. Case studies should not be lengthy nor should they involve work above and beyond the purpose the study serves. Case studies must take into account the requirements of the **General Data Protection Regulation (GDPR) - May 2018**.

A case study template drawn up by TBMPT's Pupil Premium Working Party is provided in **Appendix 2**. It includes recommendations supplied by a designated PP reviewer, who worked with a Trust school in 2018.

## 8.3 Pupil Premium Reviews

PP reviews can be requested by the Headteacher of a Trust school. The intended outcome is to offer new approaches as well as ideas for improving the implementation of existing strategies. Where schools choose to commission a PP review, it should fit with the on-going cycle of improvement and be implemented at a point when the school is best placed to benefit from a fresh perspective.

Ofsted will recommend that a school commissions a PP review if, during a section 5 inspection, it identifies specific issues regarding the provision for disadvantaged pupils. In

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some cases the RSC team, the Trust's Board of Trustees or a school's Leadership Partner will recommend that a review is undertaken if there are concerns about the attainment or progress of the school's disadvantaged pupils. In such cases, plans for the review should be made within 2 weeks of the recommendation and the review undertaken within 8 working weeks.

The National College for Teaching and Leadership (NCTL) offers designation as a pupil premium reviewer to system leaders whose schools have a good track record with disadvantaged pupil outcomes. The TSC, working with the DfE, has established a review brokerage service. Typically, the commissioning school will pay for its PP review. The cost is a matter for agreement between the school and the system leader undertaking the review and should reflect the amount of time involved. The DfE identifies the typical day rate for a system leader as £300 - £500. In cases where the Trust Board has recommended the PP review, costs will be covered through the Trust's central services.

PP reviews are a unique opportunity to understand the potential impact of effective spending on the most vulnerable children. Trust schools and their governing bodies are encouraged to see them as a positive and supportive process.

Further detail is available from the TSC: **Effective pupil premium reviews: A guide developed by the Teaching Schools Council (February 2018)**

<https://tscouncil.org.uk/wp-content/uploads/2018/10/PPR-guide-spring-2018-refresh-final-Feb-2018v2.pdf>

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## Acknowledgements: Pupil Premium Strategy Working Party

Thanks are extended to staff and schools who were part of the Pupil Premium Strategy Working Party. All gave considerable time to undertaking, sharing and reflecting on a wealth of research and practice already in place in Trust schools to support disadvantaged children and young people. Without their hard work and commitment, it would not have been possible to draw together and learn from the work that went into this document. We trust that this work will serve pupils and staff well, into the future.

Members of the 2018-2019 Pupil Premium Strategy Working Party cited alphabetically by surname:

1. *Warrick Barton, Headteacher and SENCO, Pensford Primary School*
2. *Joni Benjamin, SENCO and Assistant Head for Inclusion, Roundhill Primary School*
3. *Sheila Caffrey, Assistant Headteacher and Inclusion Leader, Moorlands Schools Federation*
4. *Jo Clark, Inclusion Leader, Weston All Saints C of E Primary School*
5. *Emma Cooper, Deputy Head (Primary), The Mendip School*
6. *Anita Crawley, Inclusion Leader, Hayesdown First School*
7. *Sue Heal, Headteacher, Nunney First School and Trust Leadership Partner*
8. *Julie Player, Headteacher, Marksbury C of E Primary School*
9. *Ruth Roberts, Deputy Headteacher and SENCO, Farmborough Church Primary School*
10. *Ben Skinner, Class Teacher, Fosse Way School – Looking at the impact of PP expenditure in special schools as part of a Master dissertation*