

# Pupil Premium strategy statement – Abbey Park School

This statement details our school's use of Pupil Premium (PP) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School Name	Abbey Park School
Number of pupils in school	1189
Proportion (%) of Pupil Premium eligible pupils	20% (233)
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr J Ward – Head of School
Pupil Premium lead	R Stubbs – Assistant Principal
Governor / Trustee lead	C Dickinson

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 225,620
Pupil Premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 225,620

# Part A: Pupil Premium strategy plan

## Statement of intent

At Abbey Park our motto is 'potential into performance'. Our intention is that all pupils, regardless of their background or any challenges they may face are given the support they need to fulfil their potential both academically and personally. The focus of our Pupil Premium strategy is to drive the improvement in progress of our disadvantaged pupils by ensuring we meet their academic, social and pastoral needs and to close the gap in achievement between our disadvantaged and non-disadvantaged pupils. Our plan focuses on the delivery of universal high-quality provision for all, addressing the barriers that some pupils face and the careful tracking of data to make sure our approach is targeted and responsive to the needs of our cohort. We strive to ensure that all pupils, regardless of background are given the opportunities they deserve to lead an enriching and fulfilled life, leaving school with ambitious goals along with the education and skills needed to make these a reality.

Research from the Education Endowment Foundation (EEF) shows that the best way to tackle the disadvantaged attainment gap in schools is to focus on high-quality teaching for all. Improving teacher practice is central to our approach. By upskilling our staff through high quality CPD, focusing on areas where disadvantaged pupils require the most support, we can expect to see the experiences of all pupils improved and to make significant progress in achieving the goals of this plan. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. This strategy will aim to improve life experiences and opportunities for our disadvantaged pupils, with the intention of building motivation, aspiration and resilience. The approaches we have adopted complement each other to build positive relationships, increase engagement in learning, helping our disadvantaged pupils to excel during their time at school.

The key principles of this plan are to improve the progress and attendance of our disadvantaged pupils by:

- Consistently providing high-quality teaching and learning experiences for all pupils.
- Ensuring an appropriate, ambitious and varied curriculum for all pupils, maximising opportunities for academic success and career guidance.
- A clear focus on literacy and numeracy for all pupils, with appropriate interventions where needed.

- Careful monitoring of the progress and wellbeing of pupils, allowing for quick and responsive pastoral and academic interventions.
- Encouraging disadvantaged pupils to be fully involved in all aspects of school life, including enrichments, trips, homework and additional revision sessions where needed.
- Encouraging teachers and pastoral staff to build positive relationships with pupils who are eligible for the Pupil Premium and their parents.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge		
1	<b>The attendance of our Pupil Premium pupils is below the attendance of their non-PP peers.</b>		
	Our internal attendance data shows a clear gap between attendance levels of PP and non-PP pupils. Persistent absence levels are also higher for our PP pupils when compared to our non-PP pupils. This trend is even more significant when we compare disadvantaged and non-disadvantaged pupils.		
		Whole School	PP Pupils
	23-24 Attendance	92.7%	88.0%
		Whole School	PP Pupils
	23-24 Persistent Absence Rate	21.5%	37.2%
2	<b>Progress of Pupil Premium pupils is significantly lower than their non-PP peers in English and Maths.</b>		
	GCSE results from the academic year 2023/24 showed that PP pupils were 17% less likely to achieve a 5+ in English and Maths than their non-PP peers (33% compared to 50%). The gap between PP and non-PP pupils achieving 4+ in English and Maths was 9% (58% compared to 67%).		
	The gap is more substantial between exam results for our disadvantaged and non-disadvantaged pupils. Disadvantaged pupils were 24% less likely to achieve a 5+ in both English and Maths, and 19% less likely to achieve a 4+ in both English and Maths.		
	Our internal assessment data indicates that this is an issue for all year groups.		

3	<p><b>There are more behavioural and pastoral issues amongst our Pupil Premium Pupils.</b></p> <p>Behaviour and motivation can be a factor in underperformance – our PP cohort account for more fixed term suspensions than their non-PP counterparts. Our internal PP data indicates that pupil motivation and increased levels of behaviour incidences has impacted on PP attainment.</p> <p>Pupil Premium pupils make up 19% of the school population, last year they were responsible for 24% of all behaviour consequences, 28% of internal exclusions and 35% of fixed term suspensions.</p>
4	<p><b>Pupil Premium pupils engage less in wider curriculum opportunities and enrichment activities.</b></p> <p>Our internal data shows that a smaller percentage of our PP pupils take part in extra-curricular opportunities and external visits when compared to their non-PP peers.</p> <p>Our observations and discussions with our disadvantaged pupils suggest that they have fewer opportunities to develop their cultural capital outside of school. The wider knowledge and understanding that pupils gain from these experiences can help them to fully access the curriculum and develop key life skills.</p>
5	<p><b>Pupil Premium pupils are held back by their lower-than-average reading skills.</b></p> <p>Pupil Premium pupils arrive at Abbey Park with a lower average reading age compared to non-Pupil Premium pupils, this significantly impacts their ability to access the curriculum.</p> <p>39% of our Pupil Premium Y7 pupils scored below the norm reference standardised reading score, this compares with 28% of our non-Pupil Premium Y7 pupils.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve sustained improved attendance for all pupils but particularly our disadvantaged pupils.	<p>The percentage of disadvantaged pupils who are persistently absent being slightly below the national average.</p> <p>The gap between disadvantaged and non-disadvantaged attendance rates reduces. The gap last year between the whole school attendance rate and PP attendance rate was 4.4%, the gap between disadvantaged pupils and the whole school attendance rate was 5%.</p>
<p>Improved progress of PP pupils in both English and Maths.</p> <p>The attainment gap between the progress of PP and non-PP pupils achieving English &amp; Maths at both 4+ and 5+ has narrowed.</p>	<p>All PP pupils achieve their minimum expected grades (FFT20) in GCSE summer exams.</p> <p>PP pupils achieving 4+ and 5+ in English and Maths in line with their non-PP peers.</p>
Pupils show good learning behaviours and are motivated to try their hardest.	<p>PP behaviour data shows that PP pupils' behaviour is in line with their non-PP counterparts.</p> <p>Pupils show good learning behaviours in lesson observations.</p> <p>Pupils talk positively about learning behaviours in pupil voice monitoring.</p>
The involvement of Pupil Premium pupils in the wider life of the school is broadly in line with their non-PP peers.	<p>Registers for session 6, school trips and other activities such as sports teams and drama productions show that the percentage of PP pupils participating is broadly in line with non-PP pupils.</p> <p>APS Character award data shows that the percentage of PP pupils achieving each award is in line with the whole cohort.</p>
To improve reading age and comprehension scores for our PP pupils.	<p>To increase the reading age of our PP pupils and reduce the number of pupils whose reading age is below their chronological age.</p> <p>Percentage of PP pupils who are below the norm reference standardised score to reduce as they progress from Y7 to Y9. By the end of Y9 we aim for there to be no gap between the percentage of PP and non-PP pupils who are below their reading age.</p>

## Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 124,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Continuing to implement the four strands of the Literacy Strategy:</u></b></p> <p>Extended written responses Subject terminology Proof reading symbols Topic Texts (KS3) <i>This is embedded in our SDP.</i></p>	<p>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>EEF Toolkit Reading comprehension strategies (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> Improving literacy in secondary schools EEF guidance report 07/2018 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	2,4

<p><b><u>High quality teaching and learning CPD</u></b></p> <p>CPD for teaching staff focused on high impact strategies. Delivered on site through sharing best practice and external visitors or through online subscriptions such as NIMBL and Steplab.</p> <ul style="list-style-type: none"> <li>• TEEP levels 1,2 and 3.</li> <li>• NPQ Qualifications</li> <li>• Personalised CPD provision,</li> <li>• APS CLEAR, Modelling, questioning,</li> </ul>	<p>Research from the EEF and various other sources demonstrates that high-quality teaching enhances outcomes for all pupils, with an even more significant effect on disadvantaged pupils.</p> <p>EEF Toolkit Metacognition and self-regulation (+7 months) <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>A focus on quality first teaching and learning such as retrieval practice, questioning, regular feedback, modelling, scaffolding, and a high level of challenge for all helps improve outcomes. Research shows that</p>	2
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<p>retrieval and low stakes assessment, group work</p> <ul style="list-style-type: none"> <li>• High quality ECT mentoring and induction programme</li> <li>• Revisiting WWW/HTI/MAC</li> <li>• Wave 1 classroom intervention</li> <li>• Mini-whiteboard Afl strategies in all classrooms.</li> </ul> <p>This is embedded in our SDP.</p>	<p>teaching pupils metacognitive strategies has found to have high impact on progress.</p> <p>EEF Toolkit</p> <p>Collaborative approaches (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Effective professional development guidance report. EEF 08/21</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Retrieval practice: Research and resources for every classroom Kate Jones (2019)</p> <p>EEF Toolkit</p> <p>(Feedback +6 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Teacher feedback to improve pupil learning guidance report EEF. 06/21</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	
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<p><b><u>SID, provision mapper &amp; pupil profiles</u></b></p> <p>SID and provision mapper collate key information about pupils and classes in one place, making it quick and accessible for teachers to learn about the needs of their classes.</p> <p>Pupil Premium profiles are created by the Pupil Premium lead – this allows an introduction, a</p>	<p>EEF research indicates that knowing the needs of classes well can allow teachers to make adaptations and plan lessons at the right level of challenge, leading to greater pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>EEF Research into improving behaviour in schools states that it is important to ‘Know and understand your pupils and their influences’ and ‘Every pupil should have a</p>	2,3
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<p>check on equipment and IT access and the profile is shared with current class teachers so that they know a bit more about the interests and hobbies of the pupil. This is done in the hope it will help as a starting point to build positive relationships.</p>	<p>supportive relationship with a member of school staff'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	
<p><b><u>IT Packages –</u></b></p> <p><b>Sparx,</b> Sparx Maths Whole school use for targeted retrieval homework and independent study.</p> <p><b>Seneca Learning,</b>  Seneca homework and revision platform helps to engage pupils with the subject content using algorithms that are proven to improve pupil memory of content.</p> <p><b>Arbor ParentPortal,</b>  Arbor provides parents with up-to-date information about their child's attendance, behaviour and progress.</p>	<p>EEF Research highlights that low stake quizzing, retrieval practice and teaching pupil's metacognition skills has a high impact on progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment">https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</a></p> <p>Sparx Maths have conducted their own independent research and this suggests pupils who practise using their online platform for 15 minutes every week make 83% more progress than pupils who do not.</p> <p><a href="https://sparxmaths.com/pdf/Homework-length-trials-2018.pdf">https://sparxmaths.com/pdf/Homework-length-trials-2018.pdf</a></p> <p>EEF research shows that homework has a positive impact on average (+5 months) particularly with pupils in secondary schools. IT equipment is provided for pupils who do not have access to it at home, after school homework clubs with TA supports are also provided for pupils who do not have a suitable home learning environment or those who require extra support to access.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1,2,3,4</p>



<p><b><u>EPraise –</u></b></p> <p>EPraise is used at Abbey Park to share homework with pupils, help pupils view and ‘cash in’ rewards. EPraise is helpful for teachers as it allows them to easily monitor rewards, consequences and attendance whilst giving a simple way to message pupils with individual or class reminders.</p>	<p>EEF evidence states that improved parental engagement has a positive impact on average of (+4 months) additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Use of Arbor and EPraise mean that all stakeholders can easily access information regarding pupil performance. Online portals mean that communication is quick and easy and pupil/ parental engagement can be monitored.</p>	
<p><b><u>Funding texts/ rev guides for KS4 pupils</u></b></p>	<p>KS4 subject revision materials purchased and distributed to all PP pupils free of charge. Revision materials can include English set texts, revision guides, workbooks and flash cards.</p>	<p>2,4</p>
<p><b><u>Specialist primary/SEN teacher</u></b></p> <p>Our specialist primary school teacher, partially funded by the PP budget, focuses on pupils with lower literacy and numeracy skills. This method enables smaller class sizes and increased support from both the teacher and teaching assistants. The specialist teacher works with the same small group of pupils across various subjects.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>Reducing class size has a positive impact of (+ 2 months), this has the greatest impact when teachers have increased flexibility and the smaller group reduces disruption.</p>	<p>2,3,5</p>

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>KS4 intervention in English, Maths, Science and Humanities (tutor time).</u></b></p> <p>In all the following interventions PP pupils who are not meeting target are prioritised. This includes groups of high prior attaining pupils who may not be meeting target. Tutor time sessions last 20 mins and take place 3 times a week.</p>	<p>EEF toolkit Extending school time (+3 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Small group tuition (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2
<p><b><u>KS4 Intervention in English and Maths (lesson withdrawal)</u></b></p> <p>These sessions are taught by qualified teachers. Pupils' progress is reviewed termly and cohorts change based on internal progress data.</p> <p>Intervention sessions work on a rotating basis, meaning that the impact on other subjects is minimised.</p>	<p>EEF research indicates that individual support, whether one-on-one or in small groups, enhances pupil learning. This approach is particularly effective when it complements regular lessons and is explicitly connected to the scheduled curriculum</p> <p>EEF toolkit Small group learning +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2
<p><b><u>Literacy Coordinator</u></b></p>	<p>EEF research has found that the average impact of small group tuition (1-5) is (+4 months).</p>	2,5

<p>The SLT Literacy (Reading) Coordinator has been hired to oversee school-wide initiatives like Accelerated Reader, the tutor time reading program, and reading mastery interventions. Our Literacy Coordinator focuses on implementing literacy strategies informed by research.</p>	<p>The first EEF trial into the effectiveness of AR (Accelerated Reader) found that Y7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	
<p><b><u>KS3 Reading Mastery Intervention (Lesson withdrawal)</u></b></p> <p>These sessions are taught by a specialist primary teacher. Sessions are designed to build confidence, increase pupil engagement with reading and work on specific skills like comprehension, inference and summarising.</p> <p>Intervention sessions work on a rotating basis, meaning that the impact on other subjects is minimised.</p>	<p>EEF toolkit</p> <p>Mastery Learning (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>EEF toolkit</p> <p>Small group learning +4</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>In the last academic year pupils who participated in a 10-week reading mastery course made accelerated progress (0.8 months more than their counterparts)</p> <p>EEF - A high level of success should be required before pupils move on to new content. It is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</p>	2,5
<p><b><u>KS3 Tutor reading programme – new to 2024</u></b></p> <p>Tutor reads aloud for 20 minutes twice a week, pupils are expected to follow along. This is followed by a book discussion. Books are</p>	<p>EEF Toolkit</p> <p>Oral Language Interventions – (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged</p>	2,5

<p>carefully selected to cover a range of topical, cultural and age-appropriate themes.</p>	<p>counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>These interventions can assist PP pupils in catching up with their peers and enhancing the classroom environment. According to the EEF Toolkit, language interventions that include frequent sessions over an extended period tend to have a more significant overall impact.</p> <p>We know on average, disadvantaged children are less likely to own a book of their own to read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	
<p><b><u>Accelerated reader programme.</u></b></p> <p>Pupils receive a reading score and colour code based on their reading age, determined by tests at the start of the year. This system helps them choose suitable texts from the school library that challenge them and support their reading comprehension.</p> <p>Pupils are encouraged to take quizzes on the books they've read to assess their understanding, with rewards and prizes offered for participation. Reading ages are assessed three times a year, enabling us to track progress from this and other reading initiatives. Additionally, recommended reads from each subject area will be</p>	<p>EEF Toolkit Reading Comprehension Strategies (+6 months)</p> <p>EEF research highlights that in order to improve reading comprehension it is important to identify the appropriate level of text difficulty to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2,3,5</p>

shared with parents and pupils.		
<p><b><u>KS3 &amp; KS4 Homework Clubs</u></b></p> <p>Homework clubs are run every evening by support staff. They provide a quiet space for pupils to work with access to technology and a member of staff to provide assistance.</p>	<p>EEF research states that pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework#:~:text=However%2C%20surveys%20in%20England%20suggest,and%20develop%20effective%20learning%20habits.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework#:~:text=However%2C%20surveys%20in%20England%20suggest,and%20develop%20effective%20learning%20habits.</a></p>	2,4
<p><b><u>Corrective reading programme</u></b></p> <p>Corrective Reading provides pupils with the tools to help close the achievement gap by addressing deficiencies in both Decoding and Comprehension. It is an intensive intervention for pupils reading one or more years below their chronological age.</p>	<p>EEF Toolkit Phonics (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>EEF Toolkit Reading Comprehension Strategies (+6 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2,4
<p><b><u>Ready for GCSE Course</u></b></p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies</p>	2,4

<p>Pupils in Year 10 follow a “Ready for GCSE” course which explicitly teaches the revision process used at APS: Understand, condense, memorise, practise, check.</p>	<p>without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. (+7 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p><b><u>Subject specific session 6</u></b></p> <p>Our subject specific session 6 offers pupils additional opportunities to focus on key subject content and exam skills. These sessions are taught by subject specialists and can vary in format, they include drop-in help sessions, focused exam practice for year 11s and opportunities to revise key content.</p> <p>KS4 exam revision sessions are scheduled during the Easter half term.</p>	<p>EEF research shows that extending the school day can lead to additional progress, this targeted intervention can provide PP pupils the opportunity to receive subject specific additional support from subject specialists.</p> <p>EEF Toolkit Extending school time (+3 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Homework (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	2,4
<p><b><u>TPAT Scholars</u></b></p> <p>The TPAT Scholars programme is designed to offer our academically (most able/high performing/ HPA) pupils</p>	<p>Pupils from less affluent backgrounds who show early potential are both a vulnerable and crucial group for social mobility. Those from lower socioeconomic groups are often underrepresented in prestigious universities and leading professions. Unfortunately, these promising individuals are at a heightened risk</p>	2,4

a range of challenges, competitions and experiences. Activities are designed to expose pupils to possible routes into higher education and different career paths as well as nurturing their interest in the EBACC subjects.	<p>of falling behind during their educational journey. Supporting pupils from disadvantaged backgrounds is vital for helping them reach their potential in school, which in turn can enhance social mobility and access to higher levels of British society.</p> <p>EEF research in this area is inconclusive. It does state that approaches linked to gains in attainment almost always have a significant academic component (as the Scholars programme does).</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 55,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Character Builder Programme</u></b></p> <p>During tutor time, pupils will be taught the 8 essential skills that are crucial for preparing pupils to be an outstanding citizen for the future and to provide them with good employability skills. The skills are explicitly taught, which are then also linked to our PROUD values so that pupils can make the connections between the two.</p>	<p>EEF Behaviour interventions (+4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	3,4
<p><b><u>Pastoral Team Referrals</u></b></p> <p>The pastoral team support all pupils but particularly the most vulnerable with social and emotional difficulties, they work closely with the</p>	<p>EEF evidence suggests the average impact of successful Social Emotional Learning (SEL) interventions and behaviour interventions is an additional (+4 months) progress over the course of a year. The advice is that all SEL and behaviour interventions should be carefully monitored.</p>	1,3

<p>following outreach programmes who provide targeted support.</p> <ul style="list-style-type: none"> <li>• BE U Swindon</li> <li>•TPAT Mental Health Support Team</li> <li>•BEST Mentoring</li> <li>•Headstart Skillz</li> <li>• TAMHS</li> <li>• U-Turn</li> <li>• Iprovefit</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
<p><b><u>Two In house school counsellors</u></b></p> <p>Pupils have access to a counsellor if needed (PP pupils given priority).</p>	<p>Having seen waiting lists for CAMHs and TAMHs increase and seen the impact this can have on our pupils and families, we have appointed two in-school counsellors who can help pick up those less urgent cases before they reach crisis point. As a Trust we have also created a Mental Health support team who work at APS two days a week. They can provide longer pieces of work including work within the home for those pupils whose attendance is poor due to mental health.</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p> <p>DfE recognise that effective counselling is part of a whole school approach to mental health and wellbeing.</p>	1,3
<p><b><u>APS/TPAT Character Award</u></b></p> <p>The aim of the award is to develop pupils' character to shape and prepare pupils for the future. Our Trust and school values underpin the award and ensure that we capture all of</p>	<p><a href="https://assets.publishing.service.gov.uk/media/5a82a344ed915d74e6236dd7/Developing_Character_skills-synthesis_report.pdf">https://assets.publishing.service.gov.uk/media/5a82a344ed915d74e6236dd7/Developing_Character_skills-synthesis_report.pdf</a></p> <p>DfE research highlights the pivotal role that schools play in providing character education and understood it to be integral to achieving their overarching aims and purpose. The development of desirable character traits was seen to enable children and young people to</p>	



<p>the wider curriculum that pupils take part in during their time at Secondary School. There are a number of challenges that pupils can complete and strive for. There are three awards within the programme, bronze, silver and gold, and so pupils can progress and participate in the award throughout their time at APS, demonstrating their commitment to developing their character.</p>	<p>become well rounded individuals capable of reaching their potential both personally and academically.</p>	
<p><b><u>School Uniform &amp; Equipment</u></b></p> <p>We support PP pupils with logoed uniform (blazers and ties) items. We have set up a uniform room to help support low-income families with good quality pre-loved uniform. We monitor pupil equipment and support PP pupils who are not correctly prepared for learning.</p>	<p>EEF evidence suggests that pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Wearing uniform can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	<p>1,3</p>
<p><b><u>Session 6 and lunchtime Enrichment Clubs</u></b></p> <p>We offer a range of extracurricular clubs to all pupils, including sporting activities, performing arts, creative arts and board games to name a few. Most clubs have no cost, in the rare case there is a cost disadvantaged</p>	<p>EEF evidence shows there is a small positive impact of physical activity on academic attainment (+1 month). PP pupils are less likely to benefit from sports clubs and activities due to associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>1,4</p>

<p>pupils can be supported with this.</p> <p>This year our art department will be facilitating the arts award during session 6, disadvantaged pupils will be subsidised so there is no cost.</p>	<p>EEF Research indicates that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It also states that arts engagement is valuable in and of itself and the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Arts participation (+3 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p><b><u>Alternative provision</u></b></p> <p>Contribute to the costs of bespoke EOTAS off-site educational packages and continue working relationships with external providers such as:</p> <ul style="list-style-type: none"> <li>• Riverside</li> <li>• Oakfield</li> <li>• Pre-16 college</li> <li>• Fernbrook</li> <li>• The Platform Project</li> <li>• Rein and Shine</li> <li>• Online Tuition</li> <li>• School of Solutions (SoS) – TPAT alternative provision (12-week placement) to support pupils with behavioural issues.</li> </ul>	<p>We maintain a budget for alternative provision for those individual higher needs pupils who struggle to make progress.</p> <p>Support Services in Education highlight the growth in persistent absence by over 10% contributed to a rise in Emotionally Based School Avoidance. Successful strategies highlighted in their report was an alternative curriculum and reintegration plan.</p> <p>EEF report that behaviour interventions that seek to reduce challenging behaviour, from low-level disruption to aggression can improve pupils progress by (+4 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1,3
<p><b><u>Outdoor Learning</u></b></p> <p>Staff at Abbey Park run the Duke of Edinburgh award and a bespoke SEND Duke of Edinburgh award to encourage</p>	<p>EEF report there is evidence to suggest that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience.</p>	1,4

pupils to take part in outdoor learning activities. Each year we offer a PGL residential trip. Disadvantaged pupils are supported with the cost of these outdoor learning activities.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	
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<p><b><u>PP fund</u></b></p> <p>We have seen increased demand from parents for help with uniform and equipment costs so we maintain a fund to help with those discretionary items that may help get a child into school.</p> <p>In the past we have supported pupils with uniform, equipment, bus passes, art packs ingredients, music lessons, school trips etc.</p>	<p>EEF research highlighted that the effective use of technology has a moderate impact on progress. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	1
<p><b><u>Pastoral support</u></b></p> <p>Each year group has a Pastoral Support Assistant (PSA) who works with the Head of Year (HoY) to support pupils. The PSA builds positive relationships, communicates with families, and addresses safeguarding needs,</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.</p> <p>EEF – Parental Engagement (+4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>We know that transitions between classes, year groups and settings are likely to be of significant importance in the lead up to the new academic year.</p>	1,2,3

<p>particularly for disadvantaged pupils. They collaborate with primary school leaders to ease Y6 pupils' transitions to secondary school. PSAs regularly check in with disadvantaged pupils facing attendance or behavioural issues and participate in weekly meetings to address specific concerns, completing referrals and developing action plans as needed.</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p>	
<p><b><u>Careers Guidance</u></b></p> <p>Pupils, especially those from disadvantaged backgrounds, receive strong career advice. The APS curriculum aligns with the eight Gatsby Benchmarks and includes career modules from Y7 to 11. The annual TPAT Careers and Futures Fair connects pupils with local and national businesses and colleges, showcasing recruitment and apprenticeship options. Y11 pupils engage in mock interviews with personalised feedback, while Y10 visits to local colleges help shape post-16 choices. Key Stage 4 pupils benefit from Level 6 careers guidance, with</p>	<p>Every young person needs good career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system.</p> <p><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p> <p>EEF Careers research  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1727377350">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1727377350</a></p> <p>Research from the EEF indicates that raising aspirations can lead to improved academic performance, while Gatsby Education emphasizes the need for effective career guidance to help young people make informed future choices. Those lacking social capital or home support stand to benefit the most from robust career guidance systems.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>2,4</p>

disadvantaged pupils receiving one-on-one sessions with a qualified Careers Advisor to explore future opportunities.		
<p><b><u>Attendance Officer</u></b></p> <p>Embedding principles of good practice set out in DfE's Working together to Improve School Attendance guidance document</p> <p>We have employed an attendance officer since 2020 to ensure government guidance and best practice is followed.</p> <p>The attendance officer, SLT, Pastoral team and tutors all play their part in implementing and monitoring the APS attendance graduated response flowchart.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>Our attendance graduated response is informed by the most recent government guidance on improving school attendance.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</a></p>	1,2
<p><b><u>Villiers Park</u></b></p> <p>Villiers Park - is a national social justice charity. They deliver evidence-led programmes that develop personal and employability skills and raise academic outcomes for disadvantaged young people aged 14-19.</p>	<p>We have worked with Villiers Park since 2018 and our PP pupils who have been involved in their programme are now embarking on their careers after completing their studies at Russell group universities.</p> <p><a href="https://www.villierspark.org.uk/">https://www.villierspark.org.uk/</a> Pupils who work with Villiers Park are much more likely to achieve good outcomes at GCSE and A level and university.</p>	2,3,4

<p><b><u>PDP meeting with pupils</u></b></p> <p>Tutors meet with tutees individually 3 times per year to look at academic progress and set and review academic targets. PP pupils are prioritised and meet with tutors first in each cycle. Tutors also meet with tutees and parents each year to discuss the above.</p>	<p>EEF Toolkit</p> <p>Meta cognition and self-regulation (+7 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>EEF research suggests mentoring interventions are beneficial for pupils from disadvantaged backgrounds, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>EEF</p> <p>Mentoring (+2 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1,2,3,4</p>
<p><b><u>PSA led social/emotional groups</u></b></p> <p>PSAs carry out welfare checks with all pupils who score below 2.5 on the readiness for learning survey and identify pupils who would benefit from additional pastoral interventions.</p>	<p>EEF Toolkit</p> <p>social and emotional learning + 4  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	<p>1,3,</p>
<p><b><u>Dedicated PP Coordinator</u></b></p> <p>The PP Coordinator is a member of SLT who has a strategic overview of all factors affecting the holistic school experience of PP pupils.</p> <p>The PP Coordinator drives the</p>	<p>“Successful schools have a clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff,” DFE supporting the Attainment of disadvantaged pupils: articulating success and good practice.</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf">https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</a></p>	<p>1,2,3,4</p>

<p>implementation of this plan, raising the profile of PP pupils and keeping their interests a priority when leaders are making decisions and when teachers are planning their lessons.</p> <p>PP Lead to produce and share a half-termly PP progress report that focuses on attendance, behaviour, rewards, engagement, academic progress. This report raises the profile of PP pupils and keeps teachers informed of all the steps the school is taking to support our PP pupils.</p>	<p>EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high quality implementation by "defining both a vision for, and standards of desirable implementation"</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a_schools_guide_to_implementation.pdf?v=1728315493">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a_schools_guide_to_implementation.pdf?v=1728315493</a></p>	
<p><b><u>PP Pupil Profiles</u></b></p> <p>All PP pupils in Y7 to be interviewed by PP Coordinator. This is an opportunity to begin to build a relationship, check equipment and IT access whilst creating a short pupil profile which is then shared with all teachers who deal with this pupil.</p>	<p>EEF Research into supporting school attendance states that "Effective teaching and learning requires positive relationships and interactions between teachers and pupils"</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a></p> <p>EEF Research into improving behaviour in schools states that it is important to 'Know and understand your pupils and their influences' and 'Every pupil should have a supportive relationship with a member of school staff'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	

<p><b><u>Y9 &amp; Y11 SLT Interviews</u></b></p> <p>All Y9 and Y11 pupils are interviewed by SLT with a focus on (Options for Y9) and (Exams, Revision and Further Education Plans) PP pupils are prioritised.</p>	<p>EEF research shows pupils who receive individualised instruction from teachers (personally tailored activities/approaches) make (+4 months) additional progress compared to pupils who did not.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>EEF mentoring (+2 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>2,3,4</p>
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**Total budgeted cost: £ 225,620**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the academic year (23/24) using KS4 performance data and our internal assessments.

During the two years when national examinations did not take place the gap between Pupil Premium and non-Pupil Premium KS4 pupils had widened, this was evidenced further by our 2021/22 GCSE results. Our 2019 results (the last national exams before the pandemic) showed that APS had made significant progress in raising the outcomes of PP pupils, closing the disadvantaged gap. In 2019 our disadvantaged progress 8 figure was -0.31 and our attainment 8 figure was 38.4, this compares with our 2017 disadvantaged results which produced a progress 8 figure of -0.69 and an attainment 8 figure of 34.8.

In 2023/ 24, the progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.46. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 37.38 (see DfE guidance for more information on KS4 performance measures). This represents a slight improvement in results from the previous academic year when progress 8 was -0.56 and attainment 8 was 32.54. Progress has been made but we are aware that there is still work to do to address the disadvantaged gap at APS.

The DfE discourages schools from comparing current KS4 results to the results from previous years due to the different way that KS4 was graded during 2020 and 2021 due to the COVID epidemic. In addition, changes made to GCSEs and grade boundaries since then could further skew any data analysis when compared to pre-Covid results.

We have however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national attainment 8 score for disadvantaged pupils in 2023/24 was 37.44 (sisra) and for all pupils it was 46.15 (sisra). For progress 8, the national average score for disadvantaged pupils was -0.41 (sisra) and for all pupils, it was 0.

KS4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was slightly below our expectations.

The gap between the progress 8 of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic. Over the past three years the progress 8 score of our disadvantaged pupils has steadily improved, the improved progress 8

score of our non-disadvantaged pupils has meant that despite progress improving across the whole school the disadvantaged progress 8 gap has remains at 0.65.

The attainment 8 score for our disadvantaged pupils improved dramatically last year and is now better than pre-pandemic levels, the attainment 8 gap which at its peak was around 16.04 is now 8.44.

Pleasing progress has been made on the proportion of disadvantaged pupils entered for the EBACC in 22/23 the proportion was 7%, last year this rose to 40%. We can see from our upcoming year groups that this significant increase is set to be maintained.

	Disadvantaged A8	Non-disadvantaged A8	Disadvantaged P8	Non-disadvantaged P8
2018/19	38.04	50.96	-0.31	+0.11
2021/22	32.13	48.17	-0.66	+0.02
2022/23	32.54	47.49	-0.56	+0.13
2023/24	37.38	45.82	-0.46	+0.19

Our analysis shows that poor attendance was the greatest contributing factor that led to the progress and attainment gap between our disadvantaged and non-disadvantaged pupils. Attendance rates among disadvantaged pupils improved on the previous year but were still 6.3% lower than non-disadvantaged pupils in 22/23 and persistent absence was 25% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

When reflecting upon the intended outcomes of the 3-year statement that was set out in November 2021, the following conclusions can be made.

- Literacy & Numeracy - disadvantaged outcomes have not significantly improved on the whole, the gap between disadvantaged and non-disadvantaged KS4 English and Maths outcomes remains at 24% (9-5) and 19% (9-4).
- Behaviour and Motivation – despite recent improvements this still remains an issue, disadvantaged pupils are still responsible for a larger proportion of consequences, internal exclusions and fixed-term suspensions than their number would suggest.
- Persistent absence – this continues to be a problem for our disadvantaged pupils.

- Access to ICT – We have made good progress towards ensuring that all of our disadvantaged pupils have access to ICT and the other resources required to fulfil their potential. Pupils are surveyed and interviewed throughout their time at APS and equipment provided when needed.
- Knowledge gaps – Gaps created by Covid-19 lockdowns were identified and addressed well, gaps in learning created by persistent absence are an ongoing issue that teachers do their best to address daily.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your Pupil Premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Future Leaders	Villiers Park