

# Avonbourne Boys Academy

## Pupil premium strategy and impact statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Avonbourne Boys Academy
Number of pupils in school	740
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024
Date this statement was published	December 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Michelle Dyer
Pupil premium lead	Feona Copley
Governor / Trustee lead	Tom Kidman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,255
Recovery premium funding allocation this academic year	£50,784
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£231,039

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium strategy at Avonbourne Boys Academy has been developed to put in place the strategies that will help our students to succeed. Our pupil premium plan uses research-informed solutions to address any challenges our disadvantaged students may face in order to develop resilient, effective and confident learners. Our strategy is a tiered approach that focuses on effective teaching, targeted academic support and wider strategies.

As a result of our Pupil Premium and Catch-Up Plan, Pupil Premium Students at Avonbourne will:

- experience **excellent teaching**, lesson-by-lesson, day-by-day
- learn in an academy which is a calm and safe place, with **disruption-free** classrooms
- experience a full and **ambitious curriculum**, in line with their peers, that is never narrowed
- read daily, are encouraged to **love books**, and receive high-quality literacy support and intervention
- **attend school every day** and are not disproportionately subject to exclusion, because they and their families receive effective support to remove any root causes of repeat or persistent absence and poor behaviour
- are appropriately represented in **top sets, high tiers** of exam entry, **EBacc pathways** and have the fluidity to move between groups when they climb the rank order
- participate fully in a wider co-curriculum, that builds **education with character**, supports the development of the whole person, and exposes them to experiences and opportunities they could otherwise not access
- receive high-quality, impartial, and **ambitious careers advice** and guidance, that builds aspiration and opens higher education pathways, including at Russell Group universities
- **achieve highly**, and in line with their peers, in every key stage and beyond school.

## Challenges

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

Challenge number	Detail of challenge
1	Avonbourne Boys Academy is a school undergoing rapid improvement with a history of underperformance before United Learning took over in 2019. Prior to this our disadvantaged students suffered disproportionately due to a lack of staff and consistency of teaching. Attainment and progress of disadvantaged students in all subjects is less than that of their peers. The impact of COVID 19 has created a further risk to disadvantaged students despite all our efforts made to ensure that the gap between these learners did not widen. By employing lead practitioners and trainees in core subjects to increase the numbers of teaching staff and improve the quality of the teaching we can reduce the variation of teaching and learning for disadvantaged students.
2	Students entering year 7 whose Age Related Expectations are below those required to access the wider curriculum. Of our current ABA Year 7 cohort, 17% of the year group are PP boys with a reading age 6 months or more behind ARE as measured by our NGRT data.
3	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Research, and our own school data, clearly shows that attendance has a direct correlation with student progress. Last year ABA PP attendance was 85.3%. Against a national picture this is much improved year on year and continues to improve for all pupils.
4	Our assessments, discussions and observations have identified wellbeing, emotional and self-confidence issues for more of our disadvantaged students than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.
5	Lower Cultural Capital amongst disadvantaged students. Our discussions and observations have identified that some disadvantaged students lack background knowledge of the world around them and, as a result, have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious but what they believe is possible is limited due to their life experience to date.

## 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
Improved outcomes for disadvantaged students in English and Maths.	P8 and A8 in line with national data for disadvantaged students in English and Maths GCSE results.
Improved outcomes for disadvantaged students in all subjects.	P8 and A8 in line with national data for disadvantaged students in all GCSE results.
In school variation of teaching and learning for PP students reduced.	PP students appropriately represented in high streams, high tiers of exam entry and EBacc pathways – measured through ROA data.
Students who enter year 7 below ARE or with low reading ages catch up by, and are in line with, ARE by the end of year 8.	Tracking and monitoring students through the literacy and reading interventions using ROA data and diagnostic data.
Students targeted by attendance improvement strategies increase their percentage attendance and PA amongst disadvantaged students drops.	Attendance data shows that disadvantaged whole school attendance is improving year on year.
Improved behaviour with lower number of disadvantaged students in inclusion or being given fixed term exclusions.	Inclusion and FTE data displaying a positive trend.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £62,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Academies are fully staffed by subject specialists in all areas of the curriculum. Additional staff in core subjects (English and Maths) – lead practitioners and Teach First /United Learning Trainees – to assist in putting the strongest teachers with most disadvantaged students. Also allows for an increase in number of classes to ensure that there is greater access to support at all levels.</p>	<p>Feedback studies show very high effects on learning. Mastery learning is a promising strategy for narrowing the attainment gap. Reducing class sizes has been shown to allow a teacher to employ a wider range of approaches and increase the amount of attention each student will receive, improving outcomes for students. All these aspects of classroom practice are improved with the additional lead practitioner staff.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_Guidance_iPDF.pdf">Pupil Premium Guidance iPDF.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1, 2</p>
<p>Fully embed a culture of quality first teaching by ensuring all staff apply the Academies Principles, supported by Deliberate Practice and the weekly CPD programme.</p>	<p>CPD programme based on Teach Like a Champion strategies and Rosenshine Principles. The principles behind Rosenshine and TLAC are in line with the majority of the strategies demonstrated to support progress of students in the EEF teaching and learning toolkit.</p> <p><a href="https://www.sec-ed.co.uk/Pupil_Premium:_General_and_targeted_interventions">Pupil Premium: General and targeted interventions (sec-ed.co.uk)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_Guidance_iPDF.pdf">Pupil Premium Guidance iPDF.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1, 2</p>

	<a href="#">Teaching and Learning Toolkit   Education Endowment Foundation   EEF</a>  <a href="#">Effective Professional Development   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
To ensure that every student can access and understand how to use technology (through our chromebook and wifi data lending scheme) to both engage with homework and in the event of home learning due to COVID.	<a href="#">Coronavirus: On the wrong side of the digital divide (sec-ed.co.uk)</a>  <a href="#">Learning in Lockdown - Sutton Trust</a>  <a href="#">Homework   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1

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

Budgeted cost: £52,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct Instruction Programme	<p>Targeted intervention in years 7 &amp; 8 improve reading, spelling and numeracy ages to be in line with age related expectations. Previous tracking and monitoring of students evidences progress. Students in the classroom show more confidence and resilience.</p> <p><a href="#">Direct Instruction   DI Training and DI Teaching Hub (direct-instruction.co.uk)</a></p>	1, 2
English Tutors offering targeted intervention to improve outcomes for students in English.	<p>Evidence suggests that more feedback from the tutor, more sustained engagement in smaller groups or work which is more closely matched to learners needs creates impact.</p> <p><a href="#">Small group tuition   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	1, 2

	<a href="https://www.educationendowmentfoundation.org.uk">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a>	
1-2-1 Learning coaches with specific remits to support SEND students, anxious students and vulnerable learners.	<p>A number of UK studies have identified a link between SEL (social and emotional learning) interventions and academic outcomes.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 4
Literacy and Reading Interventions: Thinking Reading Programme DEAR Lexoniks Sparx Reader 1-1 Reading Programme Reading Challenge – led by Pupil Premium Reading Champion	<p>Students identified through diagnostic assessment to assess the best way to target support.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Thinking Reading</a></p> <p><a href="#">Literacy Intervention Programmes That Empower Learning - Lexonik</a></p> <p><a href="#">Sparx Reader</a></p>	1, 2
To provide subject intervention / targeted support for identified groups of students who have been negatively impacted by lockdown loss of learning.	<p>Evidence indicates that small group interventions can be a powerful tool for supporting these students.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p>	1
Careers Interviews and Mentoring Programmes – students are supported with clear pathways of	<a href="https://www.aoc.co.uk">Careers Education, Information, Advice and...   Association of Colleges (aoc.co.uk)</a>	1, 3, 5

progression setting, aspirations and gaining an understanding of options available.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £116,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour support staff – plus additional pastoral support and an ESW to support with improving attendance.</p> <p>Year team tracking and prioritising attendance (daily phone calls, letters, parental meetings).</p> <p>Wellbeing hub.</p> <p>Pupil Premium Champion</p> <p>Homework clubs</p> <p>ELSA support</p> <p>All interventions tracked and impact monitored.</p>	<p>Evidence shows larger impact on academic performance along with a decrease in problematic behaviours for targeted interventions matched to specific students with particular needs or behaviour issues. The majority of studies show higher impact with older students.</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.insidegovernment.co.uk/pupil-premium-and-covid-19-4-key-challenges-and-next-steps">Pupil Premium and COVID-19: 4 Key Challenges and Next Steps (insidegovernment.co.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4, 5
<p>Miscellaneous fund for uniform, support with enrichment activities (eg DofE), equipment (eg calculators) etc.</p>	<p>Removal of barriers to improve attendance and wellbeing.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	3, 4, 5



	<a href="#">Missing Talent - Sutton Trust</a>  <a href="#">Planning social and emotional learning when children return to school (insidegovernment.co.uk)</a>	
Enrichment – subsidised trips and visits to develop cultural capital and Education with Character	<a href="#">The advantages of extracurricular activities   Good Schools Guide</a>	5

**Total budgeted cost: £231,039**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The Avonbourne Boys Academy Progress 8 for 2022 was +0.26 (-1.47 in 2019) compared with a national average of -0.72 (-0.7 in 2019). At a subject level the Progress 8 data for English was +0.79, Maths +1.13 and Ebacc +0.69. Comparing our disadvantaged and non-disadvantaged students using FFT Aspire GCSE Value Add data showed that our disadvantaged students did better at +0.6 (non-disadvantaged +0.5) with no gap in English and a positive gap of +0.1 in Maths. This is despite the DfE data showing that the KS4 disadvantage gap index has widened nationally again this year, and it now at its highest level since 2012.

The wider strategies for both wellbeing and behaviour have shown a holistic improvement in the support students have had. As a school we will continue to put additional support in place for those students who require it to minimise FTEs and periods of inclusion which are improving showing that the additional interventions that we are putting in place are already having an impact this academic year. These interventions include the work of the Pupil Premium Champion, the Wellbeing Hub, the ESW and a range of reasonable adjustments tailored specifically to the student. Attendance is still a challenge although attendance in 2021/22 was higher than national average at 91.8% for all students and 85.3% for disadvantaged. We are striving to improve attendance and bring PA down through rigorous, robust procedures around challenging absence through daily contact and parental engagement from the pastoral team.

As our interventions develop we are improving how our data is used diagnostically to ensure students are given the right interventions and monitoring the effectiveness of these interventions. Data at KS3 is being used more rigorously to track performance and identify needs at an earlier stage.

In response to our students needs post-pandemic, we have hired an ESW to support with key families as well as our refugee students and have provided TLRs for a Pupil Premium Champion for Reading and a Pupil Premium Champion to support with wellbeing. In addition we have created a staffed careers hub and continue to build our Education with Character provision ensuring that as trips and clubs start up again we are able to support our disadvantaged students to take part in any event without barriers.

We continue to ensure all pupils follow a wide curriculum which is open to all. Teaching and learning continues to be a core focus at the academy with groups of students (PP, SEND) regularly checked during reviews, learning walks, book scrutinies etc.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
NGRT – reading assessment	<a href="http://gl-assessment.co.uk">New Group Reading Test - GL Assessment (gl-assessment.co.uk)</a>
MidYis	<a href="http://cem.org">MidYIS for ages 11-14 (Secondary school assessment) (cem.org)</a>
Thinking Reading	<a href="#">Thinking Reading</a>
Direct Instruction	<a href="http://direct-instruction.co.uk">Direct Instruction   DI Training and DI Teaching Hub (direct-instruction.co.uk)</a>
Sparx Maths	<a href="#">Sparx Maths</a>
Seneca Learning	<a href="http://senecalearning.com">Free Homework &amp; Revision for A Level, GCSE, KS3 &amp; KS2 (senecalearning.com)</a>
Hegarty Maths	<a href="#">HegartyMaths</a>
Sparx Reader	<a href="#">Sparx Reader</a>
Bedrock	<a href="#">Digital Literacy Curriculum   Bedrock Learning</a>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- A robust focus on our curriculum which is clearly messaged through our website to help address concerns around learning loss – one of the main drivers of pupil anxiety – setting out how the curriculum will be delivered and what is expected of students.
- Embedding our Education with Character programme which includes a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities (eg The Duke of Edinburgh Award) will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Homework clubs run at break, lunch and after school with disadvantaged pupils encouraged and supported to use. Parental involvement with homework through parent event for KS3 pupil premium families at the start of the year.
- Embedding more effective practice around feedback. EFF evidence ([Feedback | EFF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)) demonstrated this has significant benefits for students, particularly those that are disadvantaged.
- Ensure SEND needs are identified early.
- Small group tutoring for students whose progress has been significantly affected by COVID.
- Utilising support from our local services plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.