

The Pupil Premium Grant (PPG) is additional funding provided by the Department of Education to enhance the education of social-economically disadvantaged pupils, namely those pupils entitled to Free School Meals (FSM) Looked After Children (LAC) and children of Services personnel.

Abbey Manor College is committed to closing the gap in progress and attainment and personal development between students who no longer have access to mainstream education and those who are disadvantaged.

Schools are able to decide how best to allocate the PPG to support their disadvantaged students.

The PPG per pupil set by the Department of Education for 2017 – 18 is as follows

Eligible pupils	Pupil Premium per pupil
Pupils in Year 7 -11 recorded as Ever 6 FSM	£935
Looked after Children (LAC)	£1,900
Children who have ceased to be LAC as a result of special guardianship, child arrangements order or a residence order	£1,900

Abbey Manor College the following PPG each year. The figure for 2019-20 was taken in October 2019, with current students on roll. As students join throughout the academic year this can change throughout the year.

Academic Year	PPG Amount received	% eligible for PPG	Number of students eligible for PPG
2016-17	£79,770	22%	34
2017-18	£86,632	21%	33
2018-19	£96,812	24%	35
2019-20	£94,903	43%	52
2020-21	£74,490	53%	43

Students at Abbey Manor College may experience a number of barriers to their learning, these include poor attendance, low levels of literacy and/or numeracy, social, emotional and anger management concerns, poor self-esteem and a negative attitude to their learning and experiences while in mainstream education. A significant number of students also experience difficulties in managing their mental health.

Most if not all students at Abbey Manor College are disadvantaged, we use our PPG to give additional support to those most in need.

1. Summary information					
School	Abbey Manor College				
Academic Year	2020-21	Total PP budget	£74,490	Date of most recent PP Review	Sept 2020
Total number of pupils	83	Number of pupils eligible for PP	30	Date for next internal review of this strategy	July 2021

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
Students achieving a level 1-9 in English	Year 11: 82% Year 10: 100% Year 9: 50% Year 8: 0% Year 7: 0%	Year 11: 95% Year 10: 100% Year 9: 55% Year 8: 57% Year 7: 0%
Students achieving a level 4-9 in English	Year 11: 41% Year 10: 0% Year 9: 0% Year 8: 0% Year 7: 0%	Year 11: 30% Year 10: 10% Year 9: 0% Year 8: 0% Year 7: 0%
Students achieving a level 1-9 in Maths	Year 11: 65% Year 10: 67% Year 9: 22% Year 8: 0% Year 7: 0%	Year 11: 95% Year 10: 78% Year 9: 33% Year 8: 55% Year 7: 0%
Students achieving a level 4-9 in Maths	Year 11: 35% Year 10: 0% Year 9: 0% Year 8: 0% Year 7: 0%	Year 11: 30% Year 10: 11% Year 9: 0% Year 8: 0% Year 7: 0%
Students achieving a GCSE / vocational qualification at KS4 Level 1 / Level 2	Year 11 Art 100% / 100% Business 100% / 100% Hospitality 100% / 100% Music 100% / 100% Science 100% / 84% Health & Social Care 100% / 33% Sport 100% / 100%	Year 11 Art 100% / 100% Business 100% / 100% Hospitality 100% / 100% Music 100% / 100% Science N/A Health & Social Care 100% / 100% Sport 100% / 86% HPQ 100%

	HPQ 100% College: 100% / 94% Year 10 Art N/A Business N/A Hospitality N/A Music 100% / 50% Science N/A Health & Social Care N/A Sport 100% / 100% College: 100% / 75%	College: 100% / 96% Year 10 Art N/A Business 100% / 100% Hospitality N/A Music 100% / 100% Science 100% / 100% Health & Social Care 100% / 50% Sport 100% / 100% College: 100% / 93%
Pupils returning to mainstream	4	6
NEETS	9	5
Students with attendance above 75 %	0	19
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	History of poor engagement in learning at KS3 and KS4	
B.	Majority of students have not had a positive learning experience particularly in relation to reading	
C.	Gaps in students learning/knowledge as a results of being a PEX	
D.	Students who are vulnerable with mental health, behavioural and anxiety issues which affect engagement in school and learning	
E.	Low levels upon entry, below age related expectations	
F.	Speech and Language barriers which impact on progress	
G.	Below than expected levels of attainment across the core subjects	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
H.	Historically poor levels of attendance and punctuality to school	
I.	High levels of deprivation	
J.	High levels of Youth Offending Services intervention	
K.	High levels of social services intervention	
L.	High levels of EWO intervention	
M.	Significant local gang and postcode conflict	

N.	Significant levels of drug use	
O.	High levels of youth crime and violence (involving weapons and injury) Enfield is regularly the in the top 3 boroughs across London	
P.	Significant numbers of students receiving MACE and GPG intervention	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Literacy Intervention	Improved literacy levels and increased levels of intervention across the school. Tiered approach used to ensure positive progress.
B.	Improved attainment for Year 11	Improvement in the number and quality of qualifications for the Year 11 cohort
C.	Early entry to exams for Year 10	Early entries to give students the best opportunities to succeed
D.	Tailored pathways for students based on their ability	Appropriate qualifications offered to ensure achievement / better outcomes for all
E.	Effective baseline assessments on entry	Students offered appropriate aspirational pathways based on evidence. Accurate scores to enable teachers to plan accordingly.
F.	Increased opportunities to gain support around county lines	Early intervention and support for vulnerable students and families
G.	Increased opportunities to gain support with drug abuse	Early intervention and support for vulnerable students and families
H.	Increased opportunities to gain support around CCE and CSE	Early intervention and support for vulnerable students and families
I.	Improved CIAG	Eradicate NEETS and work towards Gatsby benchmark
J.	Improved attendance and punctuality	Improve whole school attendance and punctuality, especially for those who have chronic poor or non-attendance
K.	Improvements in behaviour for learning and engagement	Individual support mechanisms in school to support behaviour. Improved data around behaviour for learning.
L.	Improved mental health	Students can access services available in school, fulltime therapist, EP services, and SEWS, providing a holistic approach to mental health

5. Planned expenditure

Academic year **2020-2021**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved teaching and learning across all key stages and subjects</p>	<p>Appraisal targets that enable review of teaching practice</p> <p>Weekly CPD sessions to enhance and improve teaching across all subjects and key stages</p> <p>Develop links with mainstream schools to ensure students are receiving a high standard of teaching that will contribute to closing gaps in attainment</p> <p>Higher expectations from staff in relation to lesson planning and assessment.</p> <p>Share good practice in</p>	<p>To ensure consistency across all key stages and teaching staff are held accountable for the standard of teaching provided to our vulnerable cohort</p> <p>To ensure that there is consistency and good practice across all keys stages to reduce the possibility of gaps and inconsistency in learning.</p> <p>To ensure all students have access to a good education despite the fact that they are no longer in mainstream education.</p>	<p>Learning walks</p> <p>Lesson observations</p> <p>Book scrutiny</p> <p>Planning scrutiny</p> <p>Departmental meeting</p> <p>Middle manager meetings</p> <p>Peer observations</p> <p>Appraisal Reviews</p> <p>CPD evaluation questionnaires</p> <p>Line Management meetings</p>	<p>NK/DR</p>	<p>Follow up after each CPD of sharing of good practice</p> <p>Staff targets are reviewed termly</p> <p>Line management meetings are carried out at least once per half term</p>

<p>Further develop the initial assessment scheme across the school</p>	<p>PP students will be identified on entry. Assessments will be rigorous and relevant. Use previous school data as well as KS2 data to develop educational programmes to improve outcomes and attainment.</p>	<p>Students given termly targets that show flight path progression throughout the academic year.</p> <p>End of year assessments will inform the rigour and effectiveness of initial assessments</p>	<p>Termly data drops will show students who are achieving or underachieving and can plan interventions where necessary</p> <p>Staff have additional time at the end of the school day to evaluate and monitor progress</p>	<p>CM's</p>	<p>After each data drop (Half Termly)</p>
<p>A curriculum offer that ensures students in KS3 do not have gaps in their learning when reintegrating back into mainstream school and a KS4 curriculum that supports engagement and increase the number of qualifications gained.</p>	<p>Students at KS3 offered a curriculum based on mainstream model and students at KS4 offered a wide vocational curriculum offer at Level 2 giving them 4 qualifications by the end of year 11 to better prepare them for FE. GCSE subjects taught to all KS4 students and Functional Skills for the less able</p>	<p>Evidence shows that it is appropriate to offer some vocational qualifications to suit the needs of some students and improve the variety of options in order to engage students.</p>	<p>Qualifications gained</p>	<p>HT/CM/Teaching Staff</p>	<p>Yearly</p>

Intervention HLTA's to close gaps in learning	Support students to raise achievement with a focus on English and Maths	Intervention programmes for individual students will enable targeted support in areas where students are under achieving Dedicated staff enable a focus on specific areas of improvement	Monitoring progress using half termly data captures	CM's	After each data collection (half termly)
Reintegration back to mainstream as soon as students are ready with a focus on KS3. Some students in Y10 will successfully reintegrate back into mainstream education	Regular review of students' progress using the 7 steps to reintegration programme Dedicated staff to work with students who are being reintegrated back into mainstream Support families by attending interviews and going into schools	15% of students reintegrated back into mainstream are now fully on roll with new school compared with 8% last academic year.	Referrals for reintegration are made to the LA and discussed at Fair Access Panel every three weeks. AMC will continue to put students forward when they have successfully completed the reintegration programme to ensure their successful transition back into mainstream school	HT/CM	Reviewed three weeks
Total budgeted cost					£31,000
ii. Targeted support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CIAG	1:1 tuition PSHE teacher Tracker for CIAG. CIAG action plan for the current Year 11.	Targeted support and advice will evidence that students have access and information on post 16 options available to them, reducing the number of students leaving NEET to zero	Year 11 assemblies Careers workshops Action plans for each student in Y11 Tracker is checking regularly to ensure students are being supported.	DT/SG	September 2021

<p>Raise attainment of PP students who also have SEN</p>	<p>Identify students with SEN on entry using a range of diagnostic initial assessment tools</p> <p>Students with significant barriers and/or SEN needs in relation to their speech, language, literacy and social communication needs are given a curriculum offer that best fits the needs they present</p>	<p>Pupils eligible for PP are assessed at the point of entry for any unidentified needs using a triangulation of baseline testing and received historical data. For instance, CATS identify learners who may have a specific learning difficulty at the point of entry.</p> <p>PP students offered a curriculum with targeted support with specific identified learning difficulties and/or gaps in learning</p> <p>PP learners whose needs are beyond Abbey Manor College's given in-school support are given access to external professionals including but not limited to:</p> <ol style="list-style-type: none"> 1. Speech and Language Therapist 2. School based counsellor/ psychotherapist 3. Social, emotional and well-Being service (in school CAMHS) 	<p>Initial assessment data analysed to ensure that curriculum support and intervention offered meets student need</p> <p>SEND meetings held to review the progress of each learner accessing the intervention programme as part of their individual plan</p> <p>Learning walks</p> <p>Department meetings</p>	<p>CM's</p>	<p>Weekly</p> <p>Termly</p>
--	--	--	---	-------------	-----------------------------

<p>1:1 and small group sessions for PP with SpL</p>	<p>Speech and Language Therapist works with SENco to quality assure the Speech and Language Therapy programmes.</p> <p>SpL training delivered as part of whole school inset to ensure teaching and support staff develop specific strategies and forms of differentiation that will meet the needs of our learners with barriers to learning around their speech, language and communication needs.</p> <p>Whole school approach to SaL</p> <p>SPL works individually with students whose needs are severe.</p>	<p>There is evidence to support the barriers between speech and language skills and educational outcomes. These barriers often cause challenging behaviour in students.</p> <p>Some students who attend Abbey Manor College have unidentified needs which will have affected their outcomes in mainstream school and if left unchallenged will have a profound effect on them throughout their education and beyond</p> <p>Abbey Manor College has created a literacy friendly environment along with targeted interventions for those students who have identified additional needs following their initial assessment and available data from their previous school.</p>	<p>The use of assessment data to analyse and ensure students with SaL needs are achieving better outcomes from the initial assessment.</p> <p>Specific SEN meetings to review students on the register identified as having SaL needs are accessing interventions</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Line Management/Department meetings</p> <p>Peer observations</p>	<p>DT/SPL/Tutors</p>	<p>Half termly</p>
---	---	--	--	----------------------	--------------------

Exam Access Arrangements	<p>All students are assessed for access arrangement.</p> <p>Reasonable adjustments are put in place following assessment</p> <p>Reasonable adjustments are put in place for each learner accessing a public examination or any other form of assessment in school.</p>	<p>All students offered assessment due to the nature of our learners which gives equal opportunity to access arrangements for all students</p>	<p>Assessments for access arrangements are conducted by an external organisation.</p> <p>All staff responsible for ensuring access gain the appropriate qualification from JQC.</p> <p>Records of evidence and assessments are kept centrally and are held by the examinations officer pending an inspection.</p>	DT/EO/Class tutors	Annually
Vulnerable students	<p>Offer individualised timetable for vulnerable students who have anxiety around attending school</p> <p>Identify students who have a history of non-attendance</p>	<p>Later start and earlier finish on a phased reintegration into school enables vulnerable students to access the same education as their peers</p> <p>Intervention from attendance officers encourages attendance into school</p>	<p>Students identified as vulnerable offered specific interventions to encourage attendance</p> <p>Attendance Officers allocated students identified as school refusers</p> <p>Data will show an improvement in attendance over time</p>	DT/AO	At admission and weekly

<p>Progress in reading</p>	<p>A whole school approach to literacy is developed to support the literacy needs of PP learners and all learners that attend Abbey Manor College.</p> <p>Ensure literacy friendly environment with particular focus on literature in library</p>	<p>There is a clear link between difficulties in literacy and behaviour with students at Abbey Manor College. This impacts on their outcomes and future life chances</p> <p>By creating a literacy friendly environment focused on individual student need and overall outcomes will improve outcomes for our most vulnerable students and prepare them for further education</p>	<p>Consistent analysis of student need will ensure they are on track to achieve better outcomes</p> <p>SENco meetings to monitor and evaluate progress</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Planning scrutiny</p> <p>Line Management meetings</p> <p>Peer observations</p>	<p>ALL</p>	<p>Weekly</p> <p>Termly</p>
----------------------------	---	---	---	------------	-----------------------------

<p>SEND screening to support EHCP application where necessary</p>	<p>Create a data driven and robust identification pathway for learners who will benefit from and are eligible for an Education Health Care Plan (EHCP).</p>	<p>Abbey Manor College recognises that there is an over-representation of young people excluded from mainstream school who have SEN needs significant enough to meet the criteria for an EHCP.</p>	<p>Students are assessed at the point of entry for any unidentified needs using baseline testing and previous school data.</p> <p>PP students who are identified as need additional support, are offered a personalised and targeted curriculum offer. This will address either their educational gaps or support them with specific learning difficulties</p> <p>PP learners whose needs are beyond Abbey Manor College's offer are given access to external professionals including but not limited to:</p> <ol style="list-style-type: none"> 4. Speech and Language Therapist 5. School based counsellor/ psychotherapist 6. Social, emotional and well-Being service (in school CAMHS) <p>Progress is tracked at SEND meetings as part of an ongoing assess-plan-do-review cycle. Students who continue to demonstrate significant barriers to learning and have made no progress will be put forward for an application for an EHCP.</p>		<p>Weekly</p> <p>Termly</p>
---	---	--	---	--	-----------------------------

Total budgeted cost					£25,000
iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance of PP students	Attendance Officer to prioritise PP in follow ups, meetings with EWO and parents. Funded breakfast club for PP. Free uniform for PP students	PP students often have lower attendance to school and arrive at Abbey Manor College with this as a barrier. Attendance officers work closely with families and the LA to improve attendance amongst this group of young people	Gap between attendance of PP and others is reduced. Attendance of PP improves significantly in comparison to non PP. Monitoring and reporting to Management Committee half termly via Students and Standards and full Management Committee meetings	AO/DT	Data is reviewed every fortnight
Attendance at LA partnership meetings	SLT or allocated officer to attend various meetings to share information and plan a coordinated support for students and their families	Early indicators of exclusion, absence and lack of engagement are identified and acted upon quickly so as to access services.	Relevant staff from Abbey Manor College regularly attend these meetings	SLT	At the end of the academic year
PP students fully prepared for Year 11 exams	After school targeted support. Half term support Revision booklets Parents evenings	Ensure students have access to experienced staff for after school interventions Revision guides and tools for revising made available to students.	Monitor exam results in order to raise attainment where pupils are able.	NSH/CM	Termly

	Exam readiness through tutorial and thought for the week	Students knowing where they are at and what they need to do to meet TG.			
Total budgeted cost					£18,490

6. Review of expenditure				
Previous Academic Year		2019 – 20		
i. Quality of teaching for all				
Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
CPD for staff to improve pedagogy through delivery.	Target interventions	33% of year 11 cohort (2018/19) achieved grades 4-9	Improved target setting to be more forensic in Year 20-21	£5,888
Maths & English interventions	Monitoring and evaluation of teaching and learning	100% of students who accessed intervention achieved grades 1-9 at KS4 and at least above expected progress in KS3	Tighter and more focussed monitoring and evaluation across the school with high levels of accountability.	£26,037
Introduce additional learning platforms	Investigate learning platforms to provide additional support to students with gaps in English & Maths			£2,400

Speech and Language and Communications specialist to provide in school training for all teachers and support staff	Training provided through whole school inset	Whole staff group were able to improve their knowledge of early development and speech, language and communications needs. By the end of the sessions teachers were able to enhance planning for individual student support.	The application of universal as well as targeted interventions is an area that will need greater focus. For example, via whole class support and interventions and displays and materials.	£4,926
--	--	---	--	---------------

ii. Targeted support

Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Target PP students with SEND	All students assessed on entry to identify specific SEN. Action plan in place and targeted learning support plan in place to increase outcomes for PP students and those with SEN	Wider curriculum offer enabled better outcomes for students with XX achieving GCSEs at 1-9 or equivalent in vocational subjects	Further diagnostics to be used to better assess students with perceived SEN needs	£26,037
1:1 and small group sessions for PP with SpL	To get students back to mainstream.			£780

Implement Pinpoint/Atlas learning maths mastery programme Additional revision classes in Years 10 & 11	CIAG		Start planning and tracking destination earlier Ensure students have a back-up plan Start internal careers intervention earlier.	£400
iii. Other approaches				
Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Ensure PP students have access to learning outside of school	Purchase IT equipment to enable students to access educational resources outside of school	PP students who do not have access to hardware and software will be able to access learning outside of the classroom contributing to lowering the gap in achievement against their peers		£26,160