

Click on each tile to learn more about the strategy

The Abbey College Pupil Premium strategy delivers targeted, evidence-based support to overcome barriers for disadvantaged pupils. Over a three-year cycle, it combines academic interventions with holistic development in education, wellbeing, community, and social skills. Annual evaluations ensure effective, inclusive support fostering belonging, resilience, and success.

Reading Plus

Why is it important?

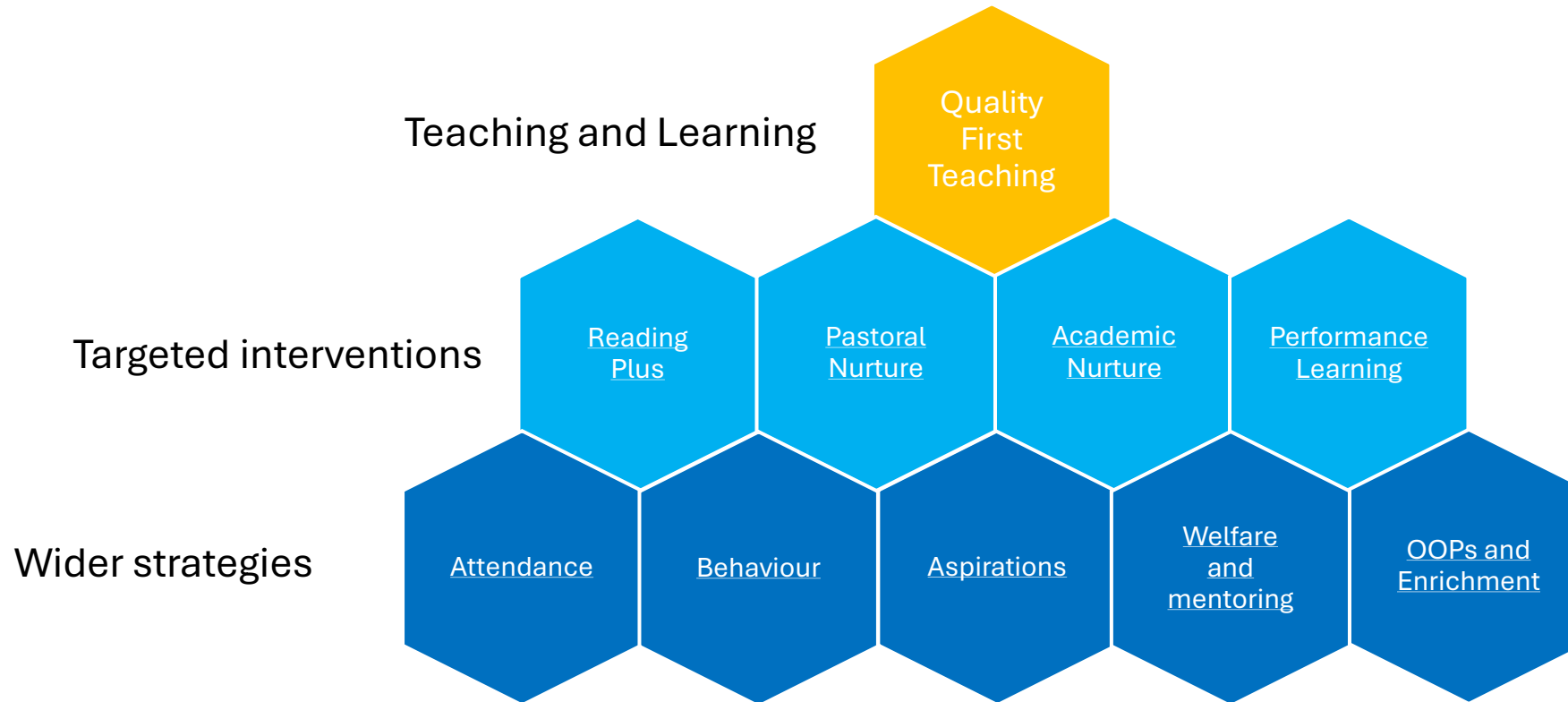
Reading comprehension and fluency impacts progress in all subjects. NGRT results with KS3 pupils indicate that Pupil Premium pupils generally have lower levels of reading comprehension than their non-Pupil Premium peers.

How does the strategy work?

Reading Plus is an adaptive computer-based reading intervention which improves fluency, comprehension, vocabulary, stamina, and motivation which is supported by the SEND department.

What is the intended outcome of this strategy?

To bring the literacy and maths skills of Pupil Premium pupils in line with their peers.



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Pastoral Nurture

Why is it important?

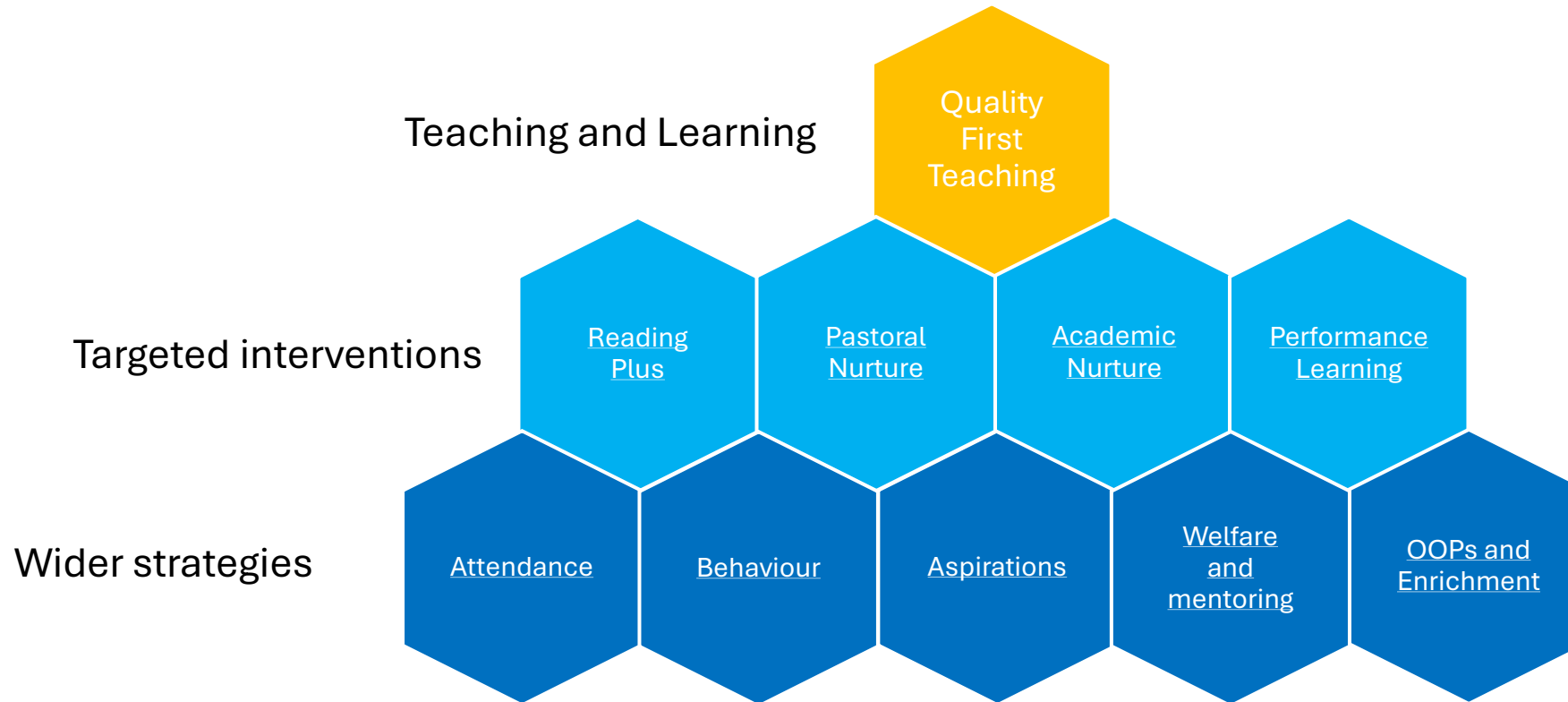
PP pupils are more likely to require support to respond to social and emotional issues at Wave 2 or above.

How does the strategy work?

Form Tutors use the Inclusion Dashboard to identify pupils who have a behaviour:spirit of less than 9:1, flag as a moderate concern on PL with urgent attention required for their perception of institution or staff and are a Persistent Absence concern or on Wave 2 of the Welfare Waves and then undertake bespoke mentoring to support removal of identified barrier.

What is the intended outcome of this strategy?

To improve pupil wellbeing through targeted mentoring.



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Academic Nurture

Why is it important?

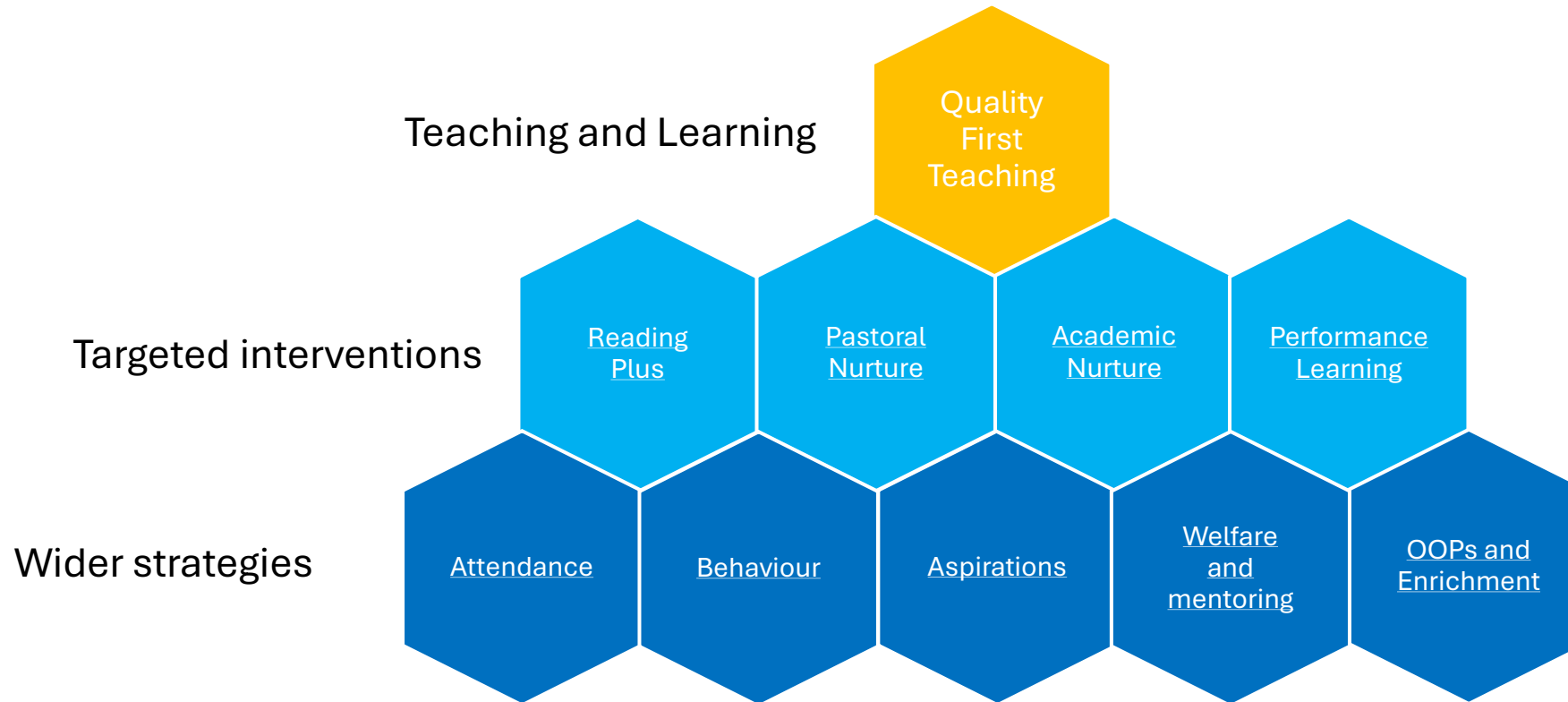
At Abbey College on average Pupil Premium pupils make less progress and attain less well than non-Pupil Premium pupils

How does the strategy work?

Teaching staff use the Inclusion Dashboard to identify pupils who have good spirit but are not making good academic progress in relation to their targets and flag as a moderate concern on Performance Learning with urgent attention required for their perception of subject demands and then use a range of teaching and learning strategies to help address their identified barrier/s/

What is the intended outcome of this strategy?

To improve the progress of 'nurture' pupils through tailored strategies.



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Performance Learning

Why is it important?

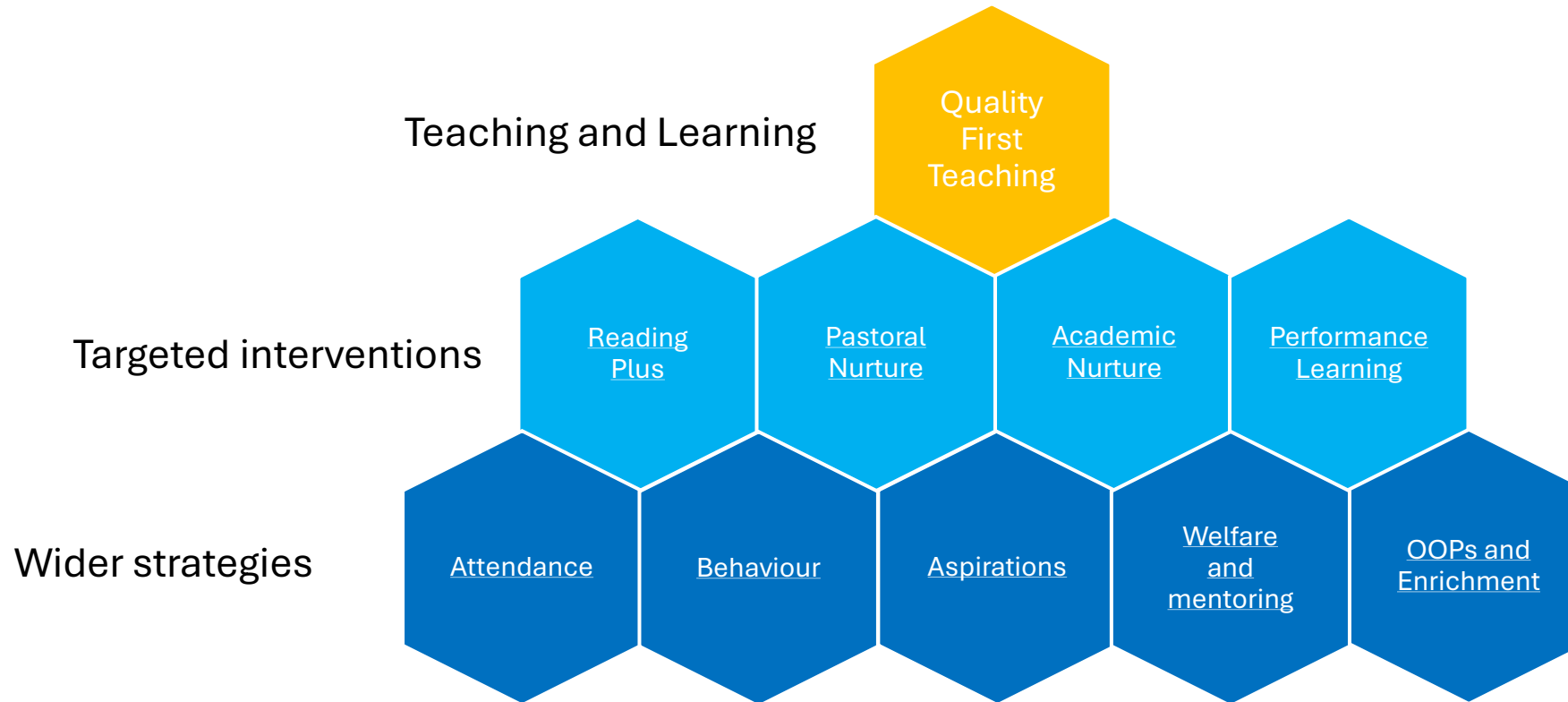
Pupil Premium pupils have lower readiness to learn scores as shown by their Performance Learning survey where Pupil Premium pupils score lower than non-Pupil Premium pupils on average.

How does the strategy work?

Pupils who rate as Severe or High Alert on Performance Learning receive bespoke intervention and priority Parent Consultation.

What is the intended outcome of this strategy?

To improve pupil's readiness to learn.



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Attendance

Why is it important?

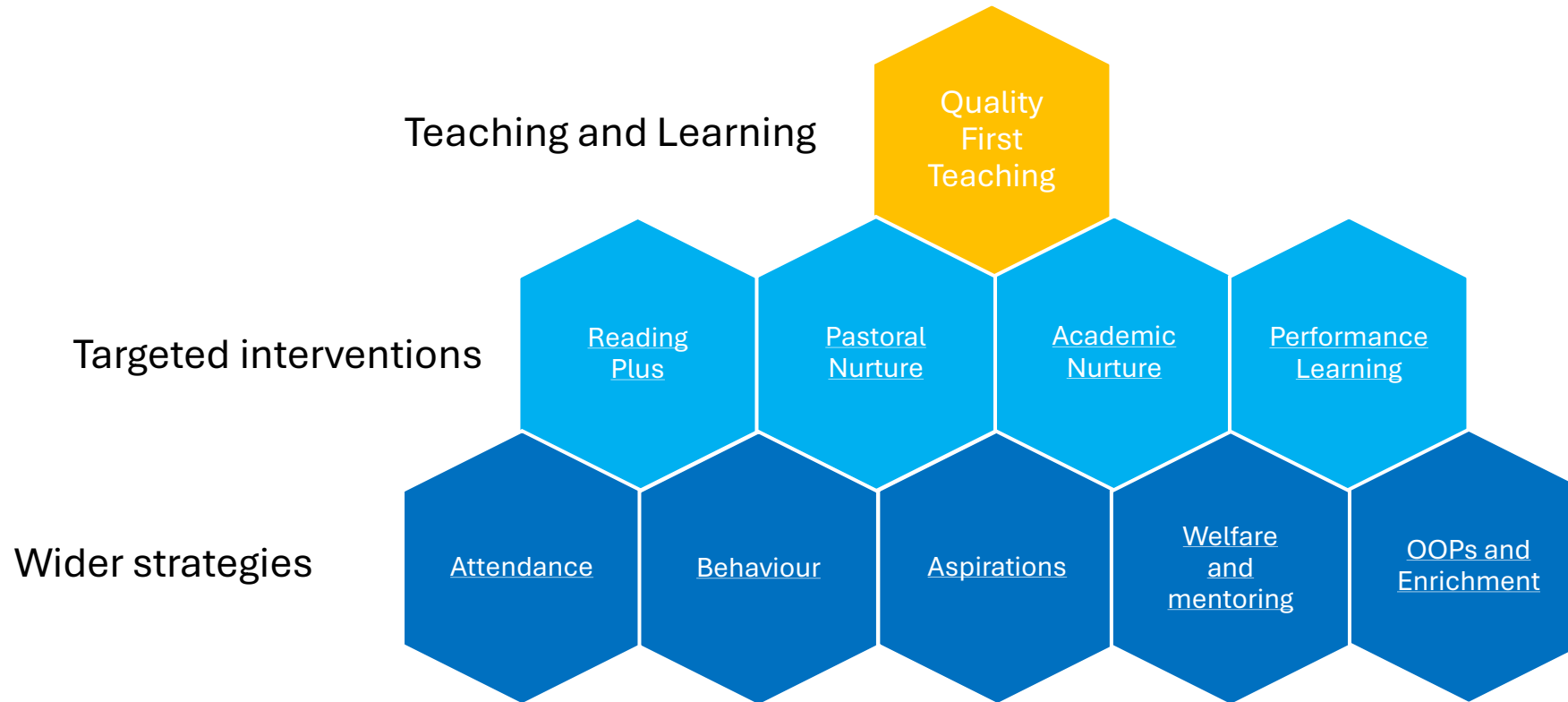
Pupil Premium pupils are more likely to have poorer attendance as they do not feel that they belong to the community of Abbey College, this in turn affects their academic performance.

How does the strategy work?

A multi-tiered support system is in place in which after an absence pupils receive individualised return to school meetings to support 'reintegration'.

What is the intended outcome of this strategy?

To improve attendance for all pupils and bring Pupil Premium pupils in line with non Pupil Premium pupils.



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Behaviour

Why is it important?

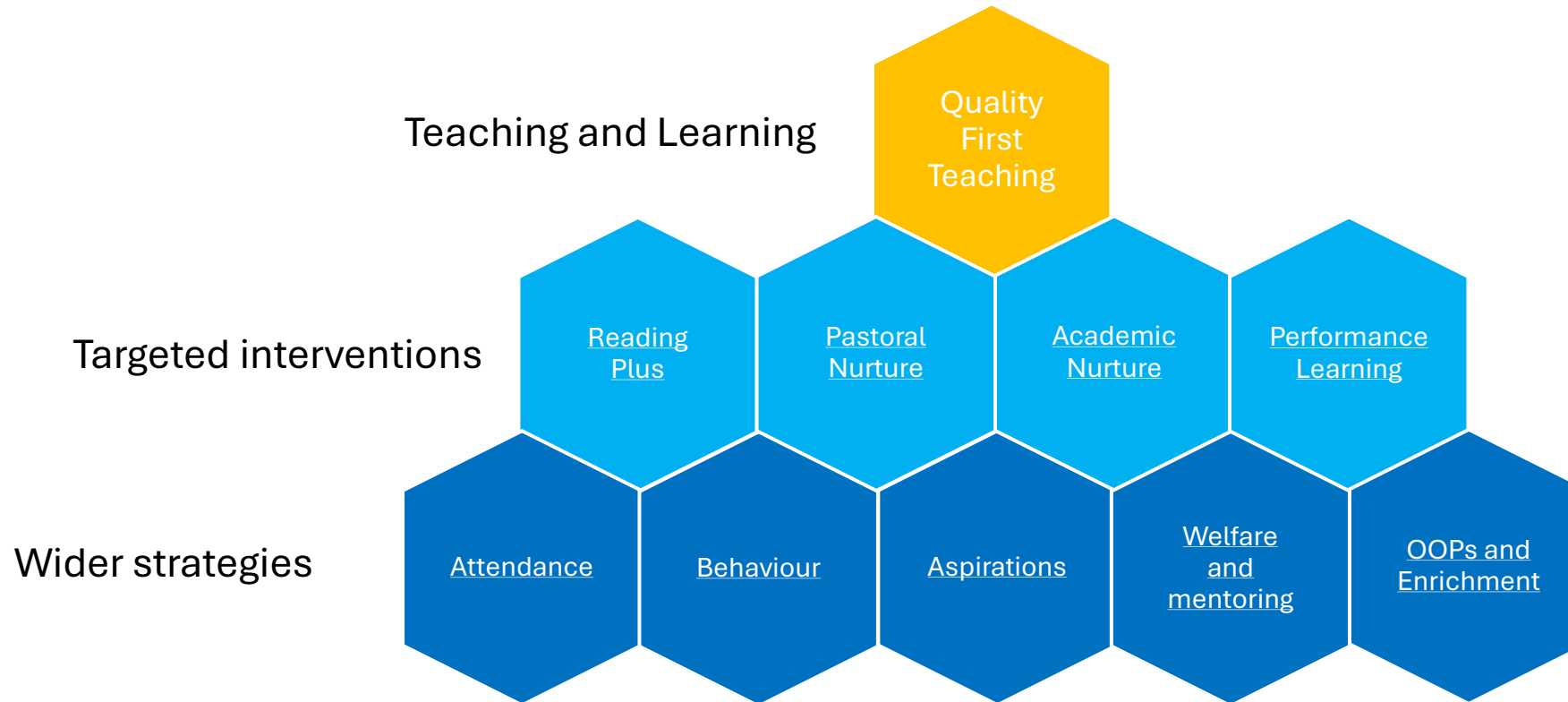
PP pupils are more likely to struggle with the transition from primary to secondary school and as such accrue more points in our behaviour system reducing their spirit:behaviour ratio during their first term, impacting their sense of belonging as a member of Abbey College.

How does the strategy work?

Pupils identified as having a poor Spirit:Tell (less than 9:1) undertake a programme of mentoring to support changing expectations from primary to secondary school.

What is the intended outcome of this strategy?

To bring the Year 7 the Spirit:Tell ratio for Pupil Premium pupils broadly in line with that of non-Pupil Premium pupils.



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Aspirations

Why is it important?

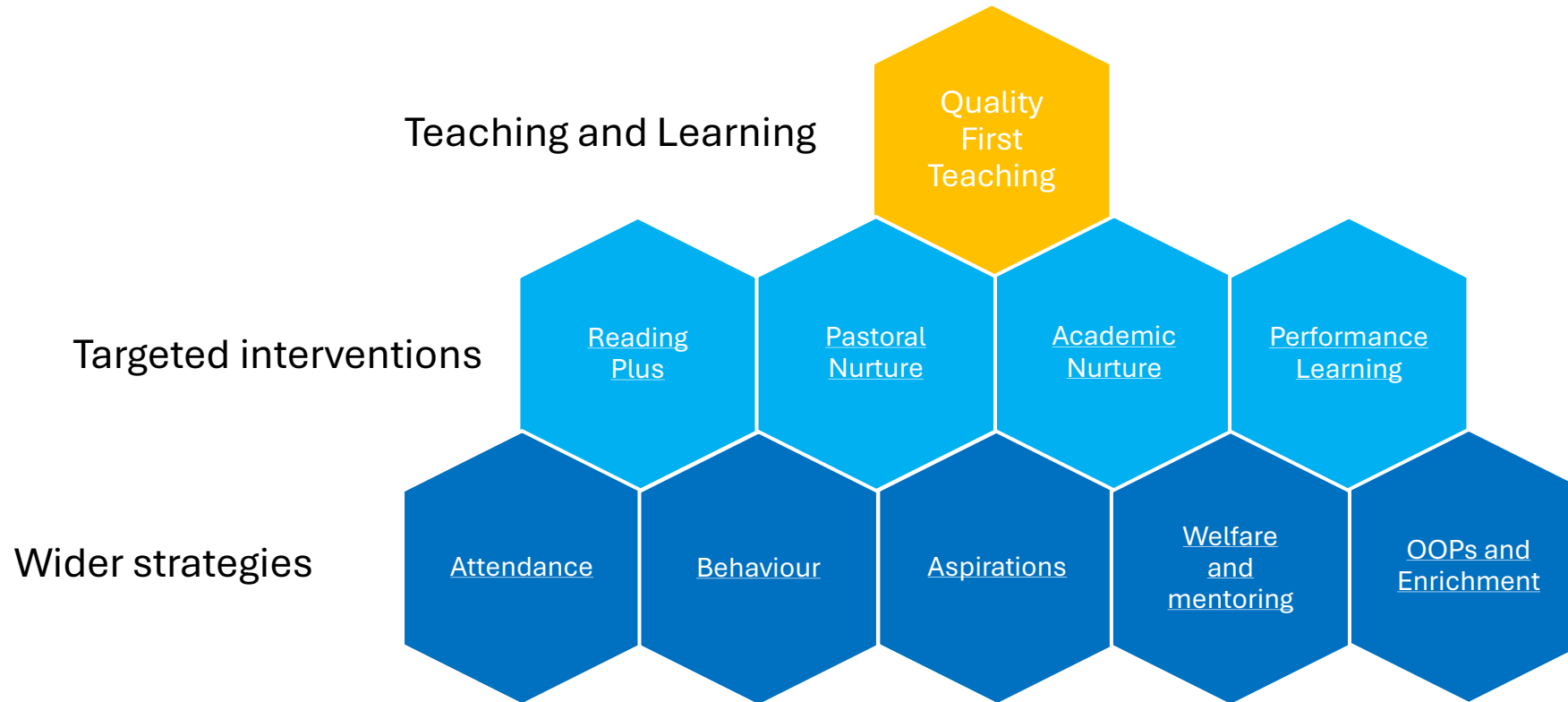
Pupil Premium pupils are less likely to have the knowledge and awareness of range pathways available to them post-16 and post-18.

How does the strategy work?

Pupil Premium student receive prioritised Careers meeting in Year 10 and 12 to support aspirations plus follow up meetings in Year 11 and 13 (as many as necessary) and where necessary enhanced transition support

What is the intended outcome of this strategy?

For all Year 11 students have a sustained post-16 destination in the Autumn Term following their GCSE examinations.



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Welfare and Mentoring

Why is it important?

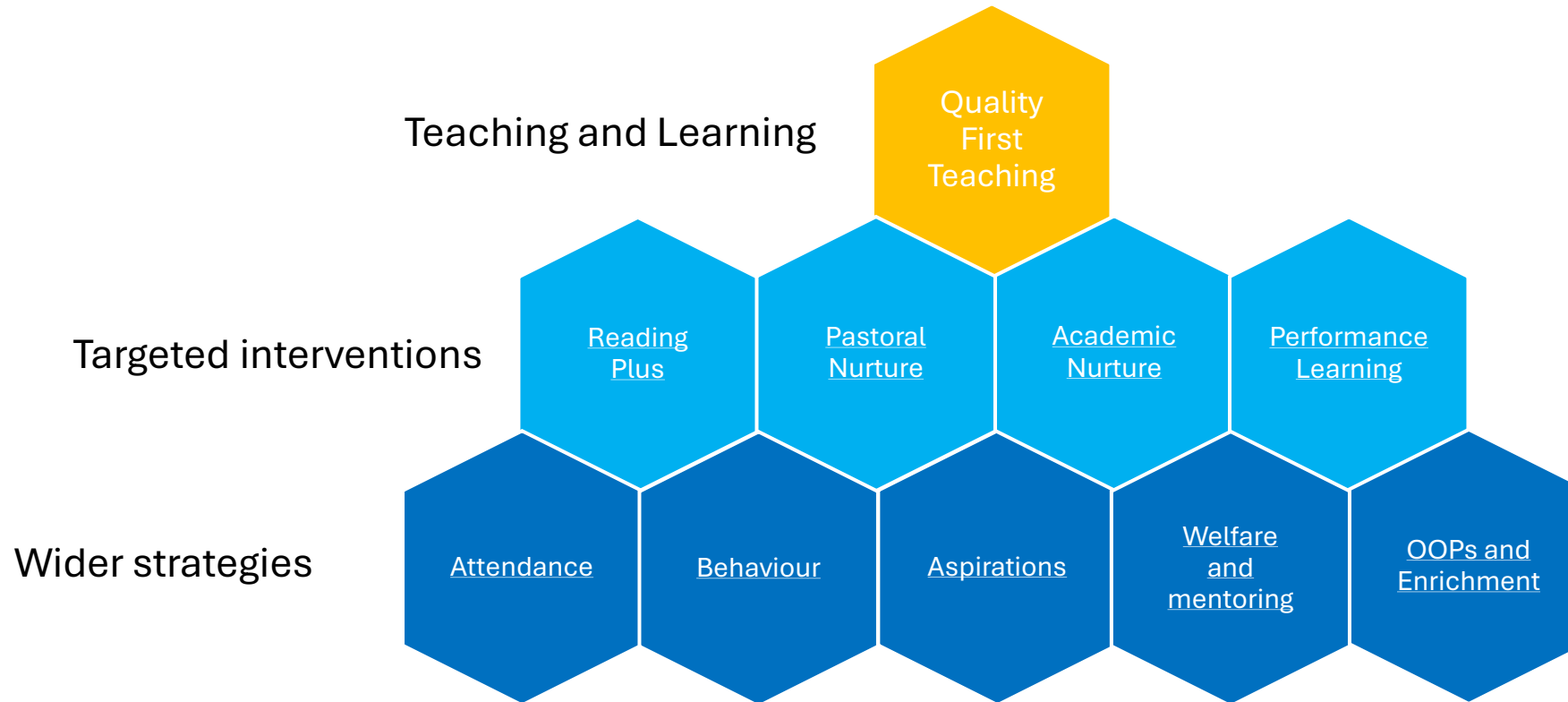
Pupil Premium pupils are more likely to require support to respond to social and emotional issues at Wave 2 or above.

How does the strategy work?

Counselling services, Welfare mentoring and support from external agencies are prioritised for Pupil Premium pupils.

What is the intended outcome of this strategy?

To improve pupil wellbeing through priority access to counselling and mentoring.



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OOPs and Enrichment

Why is it important?

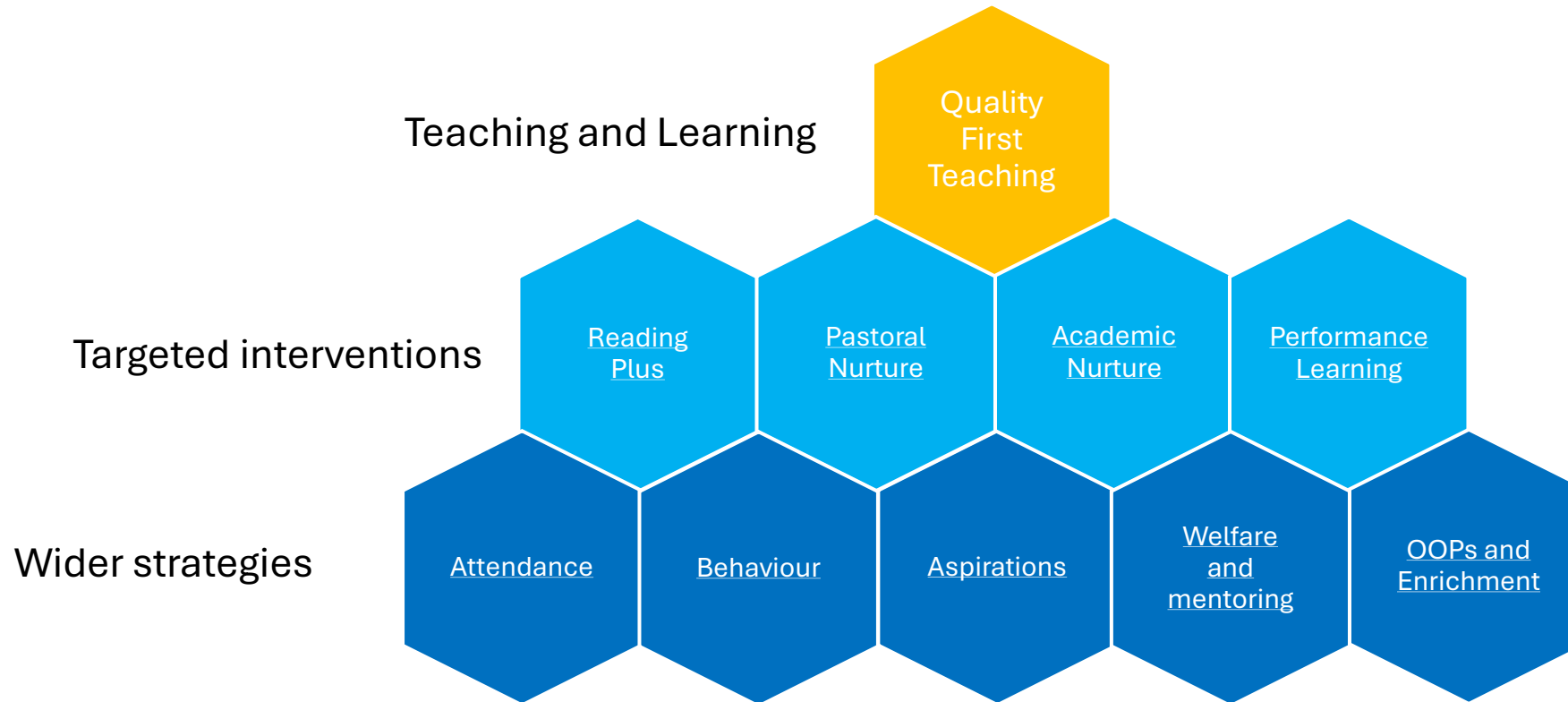
Pupil Premium pupils are less likely to have had wider opportunities to build their 'Cultural Capital'.

How does the strategy work?

Supporting increased attendance on school trips and to OOPs through subsidising payment where necessary and payment for music lessons.

What is the intended outcome of this strategy?

To increase Pupil Premium attendance/access to extra-curricular activities, trips and events both in the academy and outside



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