

## Abbey Primary School - Pupil Report 2015-2016

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This group of pupils is referred to as 'disadvantaged' by the government and this funding is provided to close the attainment gap between this cohort and other pupils.

In the 2014 to 2015 financial year, schools received:

- £1300 for each eligible primary-aged pupil
- £1900 for each eligible looked-after pupil

In the year 2015-2016 we received £139,000 (£58,473.00 resources). Qualifying pupils for Pupil Premium - 110 - 55%, with current free school meal pupils totalling 89, with Looked After Children (LAC) on roll - 9

### Principles

At Abbey Primary School the funding received through Pupil Premium is carefully ring-fenced so that it is spent on the target group of pupils. We have the highest expectation of all our pupils and although some 'disadvantaged pupils' at Abbey Primary are low ability others achieve the highest levels. Through our progress meetings we identify which pupils are underachieving, particularly in English and Mathematics and using research evidence (such as the Sutton Trust toolkit) to allocate funding to the activities that were most likely to have an impact on improving achievement. We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner and the importance of giving pupils clear, useful feedback about their work, and ways that they could improve it.

In 2016 we have continued to work on improving marking and feedback for all children. All classes know which pupils are eligible for Pupil Premium so that they can take responsibility for implementing strategies for accelerating their progress, and they are accountable for the progress of these pupils through the performance management process. Intervention groups were monitored more closely to measure impact of support and adapted and changed where necessary. Support assistants also had diaries introduced to log working time and impact with pupil premium children.

We carefully consider and provide well-targeted support to improve attendance, behaviour and build links with families where these are barriers to a pupil's learning. Through careful monitoring and evaluation we can show the positive impact of our spending on the outcomes for pupils.

### How funds were spent?

Most of the funding was spent from September 2015, with a large focus on raising the attainment of KS2 pupils, particularly in year 6. All figures below are approximate, but give guidance of the way funding was spent.

1. **£2000 - One-to-one tuition, inc LAC- Maths/SPAG:** Ongoing tuition provided from outside teacher and after school by teachers in Spring Term 2015 - for pupils in year 6 and LAC across the school.
2. **£4000 - Support pupils self-esteem, attitudes to learning, sense of wellbeing and enjoyment of school -** weekly counselling sessions
3. **£5500 (½ of cost, 1 day a week)- Commando Joes to work with Y2-Y6, including all children to access after school club,** developing teamwork, boosting self-esteem, knowledge and skills etc.
4. **£1000 - Courses -** Updates for various staff for PP training and impact including interventions and SEN support
5. **£4500 - (½ of cost, 1 day a week)- Music Teacher -** Specialist music teacher to teach curriculum for Y1-Y6, increase in quality of provision and engagement of pupils. Cost includes a recorder club to run until July 2016. 2016-2017 this will be replaced with a choir in preparation for performance in Young Voices 2017.

6. **£1580** - cost of Education Welfare Officer service to help support attendance and work with families to improve attendance across the school, see next numbered point.
7. **£28500** - **Attendance/ Persistent Absence (including unauthorised holiday absences)** - Attendance of vulnerable PP pupils reduced in all year groups, with School Enrichment and Engagement coordinator (SEEC) made permanent in 2016.
8. **£27600** - **Maths/SPAG Booster sessions and HA support Maths/SPAG/Reading lessons 4 days a week: Teacher support to reduce class sizes and support varying abilities to accelerate progress & Maths Booster sessions 5 days a week** - Teacher support for Y5 & Y6
9. **£36500** - **Narrowing the achievement gap in English, Phonics and Maths by accelerating rates of progress for pupils in target cohorts** - One third of the teaching assistant salary in school working with PP children
10. **£5000** - **To raise reading ages of pupils with the lowest attaining pupils in Y1** - support for phonics screening via RWI Manager, using catch up sessions and additional close monitoring of progress to assess provision in groups
11. **£3730** - **Additional Daily pm session to support hearing readers** - to increase the number of times children are heard read, TA works with all children to change books, hear readers and increase time that TA's have to help support reading in classes.
12. **£650** - **Support gifted and talented pupils in encouragement of teamwork/skills** - Y2-Y6 gifted and talented children to complete challenge days at Bescot Stadium (6 per group) + transport. 4 out of 5 year groups came in first place on the challenge days.
13. **£5616** - enrichment days and trips/visits - various year groups contribution towards trips and visits, including attending dance festivals
14. **£1500** - **Easter school for Y6 (2014-2015)** - including activities and rewards, 2 teachers and 1 TA for 4 days.
15. **£4000** - **Financial assistance** to enable PP children to have access to the same opportunities as their peers. These include (but are not limited to): 50% discount on curriculum based educational trips, Additional Curriculum Enrichment activities & funding towards school uniform
16. **£700** - **After school club resources** to increase opportunities and enrichment for pupils, giving a wider range of choice of clubs and reducing the cost to families to make more accessible for pupils to attend
17. **£400** - **RM Easimaths** - Maths intervention for pupils to use in school and at home (part of intervention groups)
18. **£130** - **Letterbox club membership** - to increase reading and writing opportunities for pupils

**Approximate total £133,000**

#### Impact - July 2016

In Summer 2016 58% of disadvantaged pupils achieved Good level of development at the end of EYFS which is above the 2014 national average of 45% for disadvantaged pupils.

In Year 1, 63.6% of disadvantaged pupils achieved Phonics screening pass, compared to 81% of pupils nationally.

At the end of KS1 47.4% of disadvantaged pupils achieved age related expectations in Reading, 26.3% of disadvantaged pupils achieved age related expectations in Writing, 47.4% of disadvantaged pupils achieved age related expectations in Maths. This was a decline from the previous year, due to cohort variability. The progress, however, was good. Cohort changes/information during KS1 - 6 pupils (20%) have left the school during KS1, 3 (10%) of these pupils achieved GLD with a greater number achieving ARE in maths, reading or writing. Replaced by 5 children, 4 (13%) of whom are below age related expectation (23% difference).

The School Engagement and Enrichment Coordinator (SEEC) worked with families and pupils covering family issues, school issues and general issues. This contributed to positive wellbeing and improved attendance, for all groups of pupils. Attendance continues to improve to 96.9% in Autumn Term 1.

At the end of KS2 43.8% of disadvantaged pupils achieved age related expectations in Reading - this was better than the whole cohort percentage. FSM children out performed the whole cohort. 87.5% of disadvantaged pupils achieved age related expectations in Writing, well above the national average and 62.5% of disadvantaged pupils achieved age related expectations in Maths. 68.8% of disadvantaged pupils achieved age related expectations in Spelling, Punctuation and Grammar.

Example Interventions for pupils in each year group lead by teachers and support staff:

#### Year 6

- tuition and small group tuition - 10 sessions for all PP chn.
- Split groups for maths, reading and SPAG - daily
- Morning booster group for maths - daily from Feb half term
- HA Grammar/writing sessions
- One to one reading

#### Year 5

- Handwriting & sentence work
- One to one readers
- Higher ability Maths groups - daily

#### Year 4

- Mental maths
- One to one readers
- Project X - Code
- Sentence work - colourful semantics

#### Year 3

- One to one readers
- Project X - Code
- Sentence work - colourful semantics
- Speech and Language group

#### Year 2

- One to one readers
- Phonics - below level in Year 1
- Phonics - set 2 & 3
- HA small group maths - Spring Term, 3 days a week
- Daily maths boosters

#### Year 1

- One to one readers
- Phonics - below level
- Phonics - set 2 & 3

#### Foundation Stage

- One to one readers

- set 2 phonics
- Social skills group
- Speech and Language groups

Measuring the impact Pupil Premium Spending 2015-16

The attainment of pupils eligible for the pupil premium was lagging behind other pupils, but improved in 2015 and has been maintained in most areas in 2016

Year		School Whole cohort	School PP	National	School PP/national gap
2016	EYFS GLD	63%	58.3%	60% (2014)	-1.7
	Y1 Phonics	80%	63.6%	81%	-17.4
	KS1 - age related expectations	55.2% reading	47.4% reading	74% reading	-26.6
		37.9% writing	26.3% writing	65% writing	-38.7
		58.6% maths	47.4% maths	73% maths	-25.6
		34.5% RWM	26.3% RWM	60% RWM	-33.7
	KS2 - age related expectations	41.4% reading	43.8% reading	66% reading	-22.2
89.7% writing		87.5% writing	74% writing	+13.5	
69% maths		62.5% maths	70% maths	-7.5	
	72.4% SPAG	68.8% SPAG	72% SPAG	-3.2	
RW+M age related expectations	37.9%	37.5%	53%	-15.5	
RW+M above age related expectations	6.9%	0%	5%	-5%	

The attainment of pupils eligible for the pupil premium was lagging behind other pupils, but improved in 2015  
See data from 2015 results below;

Year		School Whole cohort	School PP	School Non PP	National	School PP/non-PP gap
2015	EYFS GLD	73%	70%	80%	60% (2014)	-10
	Y1 Phonics	76%	88%	69%	74% (2014)	19
	Y2 Phonics	60% (87% total inc. Y1 from previous year)			88% (2014)	
	KS1 - L2+	93% reading	91% reading	95% reading	90% reading	-4
		80% writing	91% writing	74% writing	86% writing	17
		96% maths	100% maths	95% maths	92% maths	5
	KS2 - L4+	95% reading	93% reading	100% reading	89% reading	-7
86% writing		93% writing	83% writing	87% writing	10	
86% maths		93% maths	83% maths	87% maths	10	
57% SPAG		60% SPAG	50% SPAG	50% SPAG	10	
RW+M L4+	81%	87%	83%	76%	5	
RW+M L5+	5%	7%	0%		7	

In 2015, the gap narrowed in all areas between PP and non PP children. In 2016 the unvalidated data shows gaps in KS1 are widening from the previous year and in KS2 are maintained except for reading. The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used - achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half-termly/termly so that the impact of interventions can be monitored regularly
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending

We will use Raise Online, KS2 KS1, Phonics, EYFS as well as whole school data to evaluate impact in terms of attainment and progress.

The school will evaluate the impact on each pupil at the end of the summer term. Evaluation will be focused on academic gains and how pupils' self-confidence and well-being developed as a consequence of the intervention/support, as well as their engagement with wider school life.

ALL teaching staff and support staff are involved in analysis of data and identification of pupils and are aware of who pupil premium and vulnerable children are. ALL pupil premium children benefit from the funding, not just those who are underperforming with underachievement at all levels being targeted.