

Pupil Premium Strategy Statement - Abbey Primary School

1. Summary Information					
School	Abbey Primary School				
Academic Year	2016-2017	Total PP budget	137,000	Date of most recent PP review	January 2015 - external review by LA July 2016 - school review
Total number of pupils	250 (including nursery)	Number of pupils eligible for PP	89	Date for next internal review of this strategy	July 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving GLD - end of EYFS	58.3%	66% (2015)
% achieving Year 1 ARE phonics	63.6%	81%
% achieving KS1 ARE or above in reading, writing & maths	26.3%	-
% achieving KS1 ARE or above in reading	47.4%	74%
% achieving KS1 ARE or above in writing	26.3%	65%
% achieving KS1 ARE or above in maths	47.4%	73%
% achieving KS2 ARE or above in reading, writing & maths	37.5%	52%
% achieving KS2 ARE or above in reading	43.8%	66%
% achieving KS2 ARE or above in writing	87.5%	74%
% achieving KS2 ARE or above in maths	62.5%	70%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language</i>)	
A.	Speech and language
B.	Exclusion/ behaviour - emotional needs and meeting pupils needs
C.	Bullying
D.	Staff confidence in helping support children with speech and language needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Poor attendance and persistent absence
F.	Children who witness domestic violence, and drug and alcohol misuse
G.	Identified children have basic needs that are not met, e.g. breakfast, equipment for school, support at home & wearing suitable clothes

4. Desired outcomes		SUCCESS CRITERIA
A.	To encourage parental engagement in supporting children read at home	Parents reading with pupils more frequently which will increase opportunities that children have to read
B.	For pupils to develop their spoken language, comprehension and understanding at age related level	Communication and language data at the end of EYFS will improve and be more closely in line with national ARE.
C.	To improve and promote good attendance and punctuality	Attendance to be in line or above national averages
D.	To continue to embed the support for vulnerable children and families, ensuring their basic needs are met, and developing the support the cluster can give through early help.	Families supported by the school, with reduction in child protection, child in need and early help cases. Case studies show improvements made, and impact on children's achievement.

5. Planned expenditure

Academic Year	2016-17
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The three headings below enable schools to demonstrate how they are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching assistants to develop support and reinforce high standards of talk with pupils	Internal and external training to help support development of skills of teaching assistants	Monitoring from previous year shows that TA's need to be used more effectively on a consistent basis - supporting the needs of all abilities and groups	Training to be organised through Rushall Inclusion and other outside providers	JR, subject leaders, SENCO	July 2016 (reviewed more frequently as part of ongoing monitoring)
To embed consistently good teaching and maintain high standards in teaching and learning	Use monitoring in school to help support teachers in high expectations of planning, teaching and assessing Use SLT and senior teachers as part of mentoring and coaching	High quality teaching and learning leads to more positive outcomes for children and increased attainment and achievement	Books trawls, learning walks and lesson observations will maintain good practice but highlight decline, if seen, so that intervention can be made quickly	SLT Teachers	Ongoing, review $\frac{1}{2}$ termly

	Teachers to work with TRIAD colleagues to help support future development				
Total budgeted cost					£32667
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Year 2 - targeted support	Review pupils in Y2, who are PP and high ability to help support small group sessions in the Spring Term - to offer support for in making accelerated progress	KS1 results were below national ARE in 2016 Year 2 cohort suffered from poorer teaching in Y1, with pupils falling behind, meaning catch-up is more important	Monitoring and data meeting discussion to establish groupings Learning walks/book trawls will show children working at higher ARE in reading, writing, maths	Donna Winstone, SLT	Autumn Term 2016 - data meeting Spring Term 2017 - ongoing
Targeted group support for Y6 Literacy and Maths	Mrs Wilkes and Mrs Clarke to work with Y6 children - both supporting HA and LA/SEN children	LA/SEN support in Summer Term 2016 for this group of pupils, showed rapid progress Results from Mrs Wilkes groups in previous years have been good and showed rapid impact	Data meeting discussion on groups in early Autumn Term. Ongoing whole school monitoring	Tracy Wright Justine Read Louisa Wilkes Gina Clarke	$\frac{1}{2}$ termly data meetings
Total budgeted cost					£65,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve links with external agencies to build better outcomes for families and parents (WHG/Ikea)	Continue the work from Summer Term 2016 with WHG and parents group	Parents better engaged with school will be able to support pupils in making more rapid progress	Regular meetings with WHG, Deb Powell (chair of the PTA) & and Justine Read	Deb Powell Justine Read	Termly as part of SDP rag rating
Families supported by School enrichment and engagement co-ordinator	Gina Clarke to work with EWO and families to improve attendance -	Some improvements in attendance with individuals and families	Weekly meetings with EWO Attendance reports to	Gina Clarke	Termly as part of SDP rag rating Headteacher reports to

	late gate, weekly EWO visit, weekly and termly class and individual prizes including	but attendance still 94.2% for 2015-16, below national average	govs/LA as part of improvement review process		governors
Total budgeted cost					£30000

6. Review of expenditure					
Previous academic year		2015-2016			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	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	
Improvements in marking to aid children in improving work at a greater pace	Review marking policy and monitor new expectations and procedures	Monitoring showed improved consistency in marking and children responding to teacher's comments and wishes. Samples of children's books have been kept to show improvements	Approach to be continued with regular book reviews and pupils interviews about the use of the marking policy	£1400	
All teaching to be at least good	Lesson observations, coaching and robust monitoring to show improvements and share the good practice across the school	Aut Term 2016 - all teaching was deemed to be good or better, following a LA review and internal monitoring and lesson obs.	To continue the use of SLT and senior teachers in supporting staff to maintain good or better.	£180 day cover x 12 = £2160	
ii. Targeted support					
Desired outcome	Chosen action/approach	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	
Year 5 and 6 higher ability children supported to achieve ARE above in line with national	Mrs Wilkes to support Y5&6 maths and Y6 SPAG sessions, including additional boosters	2016 results - Reading above ARE - 10%, improvement from 2014 & 2015 Maths above ARE - 24%, improvement from 2014 & 2015 SPAG above ARE - 28%, improvement from 2014 & 2015 Writing above ARE - 10%, reduction from 2014 & 2015	Improvements in children's attainment and progress, with a marked difference in higher ability attainment	£27,631	

Phonics screening to be in line or above national	Miss Powell to run catch up sessions for Y1 and Y2 pupils in phonics. Monitoring of groups and interventions rigorous & fast paced	Phonics screening check - 80%, narrowing the gap to national (81% national ARE)	Miss Powell to continue to assess and monitor children's progress closely. Making changes to groups frequently and running catch-up sessions 3 afternoons a week	£29,721
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iii. Other approaches

Desired outcome	Chosen action/approach	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
Families supported by School enrichment and engagement co-ordinator	Gina Clarke to work with EWO and families to improve attendance	Late gate started each day. Letters to families who fall below 90%, EWO visits and home visits by school. Medical proof of appointments. Zero-tolerance on approval of holidays. Weekly & termly attendance awards - attendance figures improved in Autumn and Spring Term. Targeted children who were taken to panel, showed marked improvement - see LA letter.	All approaches to continue, new EWO assigned to the school who will improve effectiveness of support. Possible weekly monetary prize	£28,526
Improve speech and language support across the school	Bought in additional speech and language therapy time, 3 hrs every Tuesday afternoon	Speech and Language referrals are identified quickly and a plan of support is put in place if necessary Attendance to initial appointments has improved as this is now done in school.	To continue in 2016-2017	£3000

7. Additional detail

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