

Abbey Road Primary School Pupil Premium Strategy Statement

1. Summary information			
School	Abbey Road Primary School		
Academic Year	2017/18	Date of review: 04/09/18	Total PP budget
			Estimated: £49,100
Total number of pupils	456	Number of pupils eligible for PP	17 (3.7%)

2. Current attainment				
	Starting Point KS1 2013 Abbey Road pupils eligible for PP (13 pupils)	KS2 2017 Abbey Road pupils eligible for PP (13 pupils)	KS1 2013 All Pupils Nationally	KS2 2017 All Pupils Nationally
% achieving expected standard or above in reading, writing & maths	3/13(23%)	4/13 (31%)	n/a	61%
% achieving expected standard or above in reading	6/13(46%)	6/13 (46%)	79%	71%
% achieving expected standard or above in writing	3/13(23%)	5/13 (38%)	67%	76%
% achieving expected standard or above in maths	5/13(38%)	6/13 (46%)	78%	75%
% achieving expected standard or above in grammar, punctuation and spelling	n/a	8/13 (62%)	n/a	77%

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 skills</i>)	
A.	Some eligible pupils enter school with low levels of communication skills
B.	A significant percentage of pupils eligible for PP are also receiving SEN support (based on external diagnosis and assessment)
C.	Baseline outcomes (EYFS start and end and also end of KS1) show very low starting point for some eligible pupils when compared with national averages/expectations (links to B. above)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Absence is higher than that for non PP children. PP average figures are significantly affected by small number of pupils. <i>PP absence has dropped significantly in past 3 years as a result of action by school.</i>

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>To reduce the PPvNonPP differences in attaining expected standard in reading, writing and maths at end of KS2. See figures above for end of KS2 2017.</p> <p>For PP children to make progress that is the same as NonPP children with the same starting point.</p>	<p>Of the 7 pupils eligible for PP in current Yr6 only 1 attained expected (2b+) at KS1 in RWM. (Rea=2/7, Wri=2/7 and Maths=2/7).</p> <p>2017 Targets at expected standard (R=5/7, W=5/7, M=5/7, GPS=5/7) This would see a reducing of the PPvNonPP difference that existed at KS1 (starting point) for this group of PP children and would be better than expected progress.</p>
B.	<p>To reduce PP absence figure. In 2016/17 this was 4.5% for all PP children. To further reduce the number of persistent absence – below 90%, currently 2/17 pupils (11.8%)</p>	<p>Target to take PP absence to <3.9% (National all pupils absence rate) by end of 2016/17 academic year. To reduce number of PP pupils with absence at < 4%. 5/8 pupils to be supported by PP TA and Nurture TA.</p>
C.	<p>For PP children to make progress that is the same as NonPP children with the same starting point. To increase the percentage of PP children within each cohort who are attaining 'expected standard' based on their key stage baseline judgment.</p>	<p>Compare % on track for expected progress based on same starting point. PP and NonPP to be equal</p> <p>In each cohort: % at 'expected standard' to be higher than key stage baseline</p>
D.	<p>For PP children to have access to extra-curricular and enrichment activities irrespective of parental ability to fund these.</p>	<p>PP children engagement levels are equal to those of non PP children.</p>

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the 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?
A and C above	Training for teachers and TAs on activities and questioning to promote Assessment for Learning Strategies (AFL) Including – feedback, mixed ability grouping, evaluation	Sutton Trust Teaching & Learning Toolkit identifies impact of AFL strategies in raising engagement and attainment.	Professional training: Use of Teacher Learning Communities; staff review and sharing of practise. Part of SDP priorities.	TH/LT	Ongoing via lesson observations, work scrutiny and professional self-evaluation.
Total budgeted cost					£4000
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?
A and C above (specifically Maths)	Maths intervention to deliver recognised programme for pupils to raise arithmetic skills	Edgehill University identifies Success @ Arithmetic: Number Sense as effective intervention strategies giving average 15mths improvement in 4 months Guided Reasoning to be introduced in groups.	Part of TA CPD programme and observation by DHT. Timetabled by DHT.	TH/AA	Post a block of the targeted support using pre and post assessments. (Sandwell test)

A and C above	Specific intervention for PP children to address any gaps in learning, to overlearn and sometimes pre-learn in addition to normal class lessons.	OFSTED 2014 research 'Pupil Premium an update' identifies that successful schools ensure that extra TA time (funded by PP funds) is focussed on small groups, specific goals and is in addition to class teaching	Part of school's assessment cycle and intervention plans reviewed by DHT.	TH	Ongoing pre and post assessments by TAs, Intervention paperwork.
B above	Pupil Welfare HLTA to have half a day a week to monitor absence and lateness and to work with outside agencies to provide early help	Impact it has had in school in past 2 years.	Support and training for HLTA.	AT/LT	Ongoing review of attendance and lateness by HT and link governor to review impact
A and C above	PP Teaching Assistant to spend pm sessions working with PP pupils across school to provide 1:1 and mentoring support.	Sutton Trust Toolkit identifies 1:1 support and mentoring as having a +5mths impact on pupils. It would also raise levels of parental engagement to include half termly liaison meetings	Professional training for staff, clear identification of timetabling for sessions and DHT mentoring TA.	JT/TH/AT	Ongoing review through Intervention paperwork and PP documentation. Parental engagement raised through regular meeting timetabled with TA and pupil. Attendance issues to be tackled.
Total budgeted cost					£38,903
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?

A and C above	Purchase Success at Arithmetic: Calculation	In school impact when using First Class @ Number strategies with pupils. Edgehill University state pupils make on average 15months progress in 4 months	Training for staff	TH	Ongoing as part of TA CPD
A, C and D above	Provision of computer based home learning activities	Pupils and parents have identified these as materials they can access and do use.	Promotion via website, class letters, homework activities and teaching pupils how to access via use of activities within school time.	DP/MS/KP	Checking of homework activities and review of usage by activity providers.
D above	Ensuring pupils eligible for PP have access and involvement in all enrichment and extra-curricular activities	Wider view that pupils experiencing enrichment, teamwork opportunities and non-academic success have raised levels of engagement and self-confidence. Sutton Trust Research shows parents of PP children are 4 times less likely to pay for extra opportunities for their children.	All letters to identify that for PP children costs will be covered	GH	Review of any PP pupils not accessing enrichment opportunities
Total budgeted cost					£9,338

6. Review of expenditure				
Previous Academic Year		2016/17		
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
To reduce PPvNonPP differences in Maths attainment at end of KS2	Training to promote questioning which promote fluency and reasoning skills	6/13 KS2 PP pupils achieved EXP+ standard. Staff meetings and training completed. New resources – White Rose planning introduced in all year groups from September 2017.	Introduce Guided Reasoning sessions in year groups where staff are trained to use this approach. Evaluate impact in order to lead across school	£1500
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
Reduce PP absence to below <3.9% (National all pupils absence rate) by end of	HLTA to monitor and work with agencies	Target for PP absence reduced against previous year to 4.5%. Only 2 PP now deemed persistent and below 90%	Worked well and will repeat. PP TA to be involved in regular parent liaison.	£3183
Raising achievement	TA additional intervention in afternoons	Evidence from tracking shows progress within specific areas/subjects. Programs that are more formal have been purchased and staff training complete.	Continue approach and purchase with Success @ Arithmetic: Calculation. DHT to oversee TA afternoon timetables to target intervention based on termly analysis.	£1500

Raising achievement in reading	Inference Training completed with Teaching Assistants and ready to be timetabled as an intervention from September 2017	Progress of groups will be carefully monitored using pre and post intervention assessment materials	Will be repeated in 2017/2018 after which a review of effectiveness will take place. Whole class training to be provided for all teachers during INSET Day (Feb 2018)	£1000
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
Access to wider opportunities	Funding of enrichment and extra-curricular activities	Pupils engaged well and many achieved success as part of teams and groups. School believes this also supported improved attendance	For specific pupils this made a dramatic difference to engagement and attendance. Other PP pupils accessed more activities than in past.	£2200
Purchase screening materials	Measure start and end points	All in place and staff trained to deliver and evaluate	Standardised Scores are more effective than ages (reading/number) when available. TAs will continue to use these materials.	£3000

Home learning resources	Online resources	These were used well by pupils and families reported it easier to get children to do than normal homework or that they couldn't think of games to play at home to support school learning	Continue based on feedback. Most successful where website activities also used in class time so pupils have access skills.	£500
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