

Abbey Road Primary School Pupil Premium Strategy Statement

1. Summary information			
School	Abbey Road Primary School		
Academic Year	2016/17 Date of review: 04/09/17	Total PP budget	£47,940
Total number of pupils	455	Number of pupils eligible for PP	29 (6%)

2. Current attainment				
	Starting Point KS1 2012 Abbey Road pupils eligible for PP (6 pupils)	KS2 2016 Abbey Road pupils eligible for PP (6 pupils)	KS1 2012 All Pupils Nationally	KS2 2016 All Pupils Nationally
% achieving expected standard or above in reading, writing & maths	3/6 50%	3/6 50%	n/a	53%
% achieving expected standard or above in reading	3/6 50%	3/6 50%	76%	66%
% achieving expected standard or above in writing	3/6 50%	3/6 50%	64%	74%
% achieving expected standard or above in maths	3/6 50%	3/6 50%	76%	70%
% achieving expected standard or above in grammar, punctuation and spelling	n/a	4/6 67%	n/a	72%

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 nonPP 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 2016.</p> <p>For PP children to make progress that is the same as NonPP children with the same starting point.</p>	<p>Of the 13 pupils eligible for PP in current Yr6 only 3 attained expected (2b+) at KS1 in RWM. (Rea=6/13, Wri=3/13 and Maths=5/13).</p> <p>2017 Targets at expected standard (R=6, W=5, M=7, GPS=8). 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 further reduce PP absence figure. In 2015/2016 this was 5.3% for all PP children. <i>Only 6 of the 35 pupils had absence greater than 4%. 3 of these 6 were deemed persistent absence as above 10% absence.</i> 3 PP pupils who were deemed persistent in previous year (2015) moved out of this classification in 2016 following support.</p>	<p>Target to take PP absence to <3.9% (National all pupils absence rate) by end of 2016/17 academic year.</p> <p>To reduce number of PP pupils deemed persistently absent.</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	2016/17				
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 (specifically maths)	Training for teachers and TAs on activities and questioning that promote fluency and reasoning	Sutton Trust Teaching & Learning Toolkit identifies an effective approach to developing numeracy skills and fluency of these is likely to involve a mix of whole class teaching, small group and intervention	Professional training, purchase of maths resources to support approach, staff review and sharing of practise. Part of SDP priorities.	AA	Ongoing via lesson observations, work scrutiny and professional self-evaluation. Supported by maths screening assessment findings pre and post.
Total budgeted cost					£2000
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 reading)	Inference training to deliver recognised programme for pupils to raise comprehension skills	Sutton Trust Teaching & Learning Toolkit identifies reading comprehension strategies as giving +5 impact.	Part of TA CPD programme and observation by DHT	TH	Post a block of the targeted support using pre and post assessments. Longer term tracking of reading attainment against end of year expectations

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 so is reviewed by year group Achievement Leaders and Senior Leaders	AA/TH	Ongoing pre and post assessments by TAs, Achievement Leader paperwork and longer term tracking of reading attainment against end of year expectations
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 18 months.	Support and training for HLTA.	AT/SE	Ongoing review of attendance and lateness by HT and link governor to review impact
A and C above (specifically maths)	First Class Number intervention for groups of pupils attaining below national expectations	Education Endowment Fund are funding First Class Number as a maths intervention for some specific schools. Although not a chosen school we have decided to spend PP funds to access this as it is recognised by the EEF as a valuable intervention	Professional training for staff, clear identification of timetabling for sessions and DHT mentoring TA.	TH	Post a block of the targeted support using pre and post assessments. Longer term tracking of number attainment against end of year expectations
Total budgeted cost					£36,903
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 screening and assessment materials	OFSTED 2014 research 'Pupil Premium an update' identifies that successful schools ensure that actions are measured to identify impact Materials purchased for specific areas previously have enabled focussed intervention and measurable evaluation	Training for staff on consistent use of materials	TH	Ongoing as part of review of pupil outcomes
A and C above	Yr6 1:1 mentoring and feedback. HLTA to provide 45 mins weekly of release to enable staff to have 1:1 mentoring and feedback sessions with PP pupils	Sutton Trust 'Pupil Premium Next Steps July 2015' research document identifies personalised feedback strategies as giving +8 impact.	Review with staff examples of where pupils have responded to feedback and made improvements	PG/DS/JF	Pupil interviews by DHT to review pupil view and impact
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		2015/16		
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
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

Lower PP absence	HLTA to monitor and work with agencies	Overall PP absence reduced against previous year and some persistent absentees now not deemed persistent	Worked well and would repeat	£3183
Raising achievement	TA additional intervention in afternoons	Evidence from tracking shows progress within specific areas/subjects.	More formal external programmes of intervention with proven impact (by research) had greater impact. Look for more of these in 2016/17	£3100 0
Raising achievement in reading	Switched on training, resources and delivery of this intervention by 3 different TAs	Had very good impact (Average of 4 book bands in 10 weeks) for the individual pupils who undertook intervention	Will be repeated in 2016/17. Formal structure and resources combined with professional training were crucial factors in success. Look for similar interventions in 2016/17.	£1500 0

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
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