

Abbey Road Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Abbey Road Primary School				
Academic Year	2019/20	Date of review: 17/10/19	Total PP budget	Estimated: 24,700	
Total number of pupils	428		Number of pupils eligible for PP	14 (3%)	
2. Current attainment					
		Starting Point KS1 2015 Abbey Road pupils eligible for PP (4 pupils)	KS2 2019 Abbey Road pupils eligible for PP (4 pupils)	KS1 2015 All Pupils Nationally (2b+)	KS2 2019 All Pupils Nationally
% achieving expected standard or above in reading, writing & maths		1/4	1/4	n/a	65%
% achieving expected standard or above in reading		3/4	3/4	82%	73%
% achieving expected standard or above in writing		2/4	1/4	72%	78%
% achieving expected standard or above in maths		2/4	2/4	82%	79%
% achieving expected standard or above in grammar, punctuation and spelling		n/a	3/4	n/a	78%
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Some eligible pupils enter school with low levels of communication skills				
B.	28% (4/14) 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 (issues which also require action outside school, such as low attendance rates)					
D.	Absence is higher than that for non PP children. (2/14 children below 90%) PP average figures are significantly affected by small number of pupils. PP absence has dropped significantly in past 3 years as a result of action by school however it remains significant.				

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 2019.</p> <p>For PP children to make progress that is the same as NonPP children with the same starting point.</p>	<p>Of the 2 pupils eligible for PP none attained EXS in RWM at KS1. (Rea=1/2, Wri=0/2 and Maths=1/2).</p> <p>2019 targets at expected standard - 1/2 EXS in RWM. (R=1/2, W=1/2, M=2/2) 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. Aspirational targets (2/2 pupils)</p>
B.	<p>To reduce PP absence figure. In 2019/20 this was 5.5% for all PP children. To reduce the % of PP pupils with an absence rate of below 95%.</p>	<p>Target to take PP absence to <3.9% (National all pupils absence rate) by end of 2019/20 academic year. To reduce number of PP pupils with absence at < 4%.</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		2019/20			
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 in the use of assessment to identify next steps in learning and to provide targeted support for those pupils not making as much progress as they could.	Sutton Trust Teaching & Learning Toolkit identifies impact of feedback and targeted assessment strategies in raising engagement and attainment.	Professional training: Use of Teacher Learning Communities; staff review and sharing of practise. Part of SDP priority 2 – using assessment to inform future teaching and targeted support	LT/TH	Ongoing via lesson observations, work scrutiny and professional self-evaluation.
Total budgeted cost					£5000
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	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 school ensure that extra TA time (funded by PP funds) is focussed on small groups, specific goals and is in addition to class teaching. More 1:1 focus.	Part of school’s assessment cycle and intervention plans reviewed by DHT.	TH/JT	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/JT	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 +5mnths 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/LH	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					£18, 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?
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.	TH/CH	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 and target families to be identified and approached. Parents to be approached individually to identify gaps.	TH/GH	Review of any PP pupils not accessing enrichment opportunities
Total budgeted cost					£2500

6. Review of expenditure				
Previous Academic Year		2018/19		
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 attainment at the end of KS2	Training for teachers and TAs on activities in the use of assessment to identify next steps in learning and to provide targeted	Data showed that PP pupils made better than expected progress from year on year starting points. Of the 4 pupils eligible for PP only 1 attained expected (2b+) at KS1 in RWM. (Rea=2/4, Wri=2/4 and Maths=1/4).	Interventions were successful more in reading and maths. Next year look at how to tackle gaps in writing more specifically and allocate 1: 1 sessions for PP children to tackle individual gaps.	17,000

	support for those pupils not making as much progress as they could.	At KS2 – EXS Reading 3/4, Writing 1/4,(although 3/ 4 achieved EXS in SPAG) Maths 2/4	SDP priority around feedback and how best to move learning on	
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
A and C above	PP Teaching Assistant to spend pm sessions working with PP pupils across school to provide 1:1 and mentoring support. Learning mentors introduced across school.	As above for end of KS2 Across school pupils in receipt of PP received regular support sessions to target gaps. Internal tracking shows: 3/14 SEN for Cognition and Learning - 23% 8/14 on track for EXS – 57% Reading 8/14 on track for EXS – 57% Maths 6/14 on track EXS – 43% for writing	Interventions were successful more in reading and maths. Next year look at how to tackle gaps in writing more specifically and allocate 1:1 sessions for PP children to tackle individual gaps. DHT to oversee afternoon provision and to target intervention based on termly analysis. Reading will be an initial focus area to target lowest 20% across school.	7,000
Reduce PP absence to below <3.9% (National all pupils absence rate) by end of 2018/19	HLTA to monitor and work with agencies	PP absence raised to 5.5% due to new children becoming in receipt of PP who already had issues around regular attendance at school.	School will adapt this approach to make sure that individual parents are targeted earlier and are made aware of the specific impact on their child. HLTA to make direct contact with parents by phone call before any letters are sent	£3183

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.	Evidence from tracking shows progress within specific areas/subjects.	Continue approach and timetable more 1:1 support for vulnerable pupils and groups. More visible success around 1:1 support. Provide more next year. DHT to oversee afternoon provision and to target intervention based on termly analysis. Reading will be an initial focus area to target lowest 20% across school.	£1500
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	Ensuring pupils eligible for PP have access and involvement in all enrichment and extra-curricular activities	Pupils engaged well and many achieved successes as part of teams and groups. School believes this also supported improved attendance	This continued to have a very positive impact. Other PP pupils accessed more activities than in past. This will continue to be an approach and will be more targeted to ensure that all PP children are offered more opportunities. Offers to be added to all letters about enrichment opportunities that have a cost.	£2200
Home learning resources	Provision of computer-based home learning activities	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. They were most successful when website activities were also used in class time so pupils have time to access skills in class and practise at home, for example TT Rockstars.	£500

