

Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Abbey Woods Academy				
Academic Year	2017-18	Total PP budget	£76,560	Date of most recent PP Review	Nov 2015
Total number of pupils	192	Number of pupils eligible for PP	58	Date for next internal review of this strategy	July 2018

2. Attainment and Progress			
	Pupils eligible for PP (your school)		
	2016	2017	Nat other (2017)
% making progress in reading	-1.7	-1.5	1
% making progress in writing	-7.6	-3.3	1
% making progress in maths	+1.0	+0.3	1
% achieving Expected Standard Plus reading	26	53	77
% achieving Expected Standard Plus writing	4	42	81
% achieving Expected Standard Plus Maths	37	56	80
% achieving Higher Standard reading	7	8	29
% achieving Higher Standard writing	0	0	21
% achieving Higher standard maths	13	8	27

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low self-esteem, independence confidence and resilience (linked to lack of wider experiences)
B.	Fine motor skills
C.	Poor oral language including vocabulary and speech pronunciations
D.	Self-regulation and conflict resolution
E.	There has not been a sharp enough focus on the barriers and the outcomes for disadvantaged children

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	Home Support – Parental engagement and confidence in knowing how to support their child's learning especially with reading and homework.
G.	Attendance

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Outcome: Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.</p> <p>Measure: Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p>	<p>Pupils eligible for PP will make rapid progress so they will make better than expected progress towards end of year expectations.</p> <p>Self-esteem and motivation of PP children in learning situations will be increasingly consistent.</p>
B.	<p>Outcome: Writing will be improved through a focus on handwriting and fine motor skills.</p> <p>Measure: Progress of fine motor skills will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p>	<p>Writing outcomes will improve for children eligible for PP and quantity and quality of work in books will improve.</p>
C.	<p>Outcome: Improved oral language skills</p> <p>Measure: Progress during speech and language interventions. Teachers to report the success of the intervention strategies in the classroom.</p>	<p>In early years outcomes will reflect progress against speech and language early learning goal. Increased percentages achieving expected/exceeding.</p> <p>Oral language skills will not be a barrier to the majority of PP children by the end of the year.</p>
D.	<p>Outcome: Less learning time is lost to resolving issues as self-regulation and conflict resolution are improved.</p> <p>Measure: Monitoring of transition periods and review of behaviour logs.</p>	<p>Fewer incidents recorded involving PP children.</p> <p>Children settle quickly into lessons, focus on learning and therefore make better progress.</p> <p>PP children are able to interact positively with their peers in and out of the classroom and resolve conflicts in a non-aggressive manner.</p>
E.	<p>Outcome: Sharp focus on outcomes for disadvantaged children leads to better progress</p> <p>Measure: High engagement and evidence of impact through PPMs and progress for children in learning, attendance and behaviour is evident through the other measures described above.</p>	<p>Robust PP monitoring, timely action, rapid intervention and incisive feedback lead to children making rapid progress and achieving better outcomes.</p>
F.	<p>Outcome: Parents are better able to support their children with key learning skills e.g. reading, spelling, homework.</p> <p>Measure: Increased number of parents attending workshops and information events.</p>	<p>Pupils eligible for PP will make better progress when families feel more supported, better informed and more confident in helping their children.</p>
G.	<p>Outcome: Attendance rates increase for PP children and persistent absentee rates will decrease.</p> <p>Measure: Through weekly attendance monitoring and implementation of the SOL strategies.</p>	<p>Children eligible for pupil premium have increased rates of attendance, which are increasingly in line with whole school attendance. A small number of isolated cases may remain.</p>

4. Planned expenditure					
Academic year		2017-2018			
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. Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.	Implement "Silver Star". Target PP children identify areas of interest and professionals invited in to talk to class/school and inspire To ensure that PSHE is taught regularly and integrated throughout the curriculum. PP know the skills to maintain friendships needed through SEAL/PSHE activities	Teachers regularly identify children's confidence and resilience as a fundamental barrier to PP children's progress. EEF suggests: "On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. However, evidence from the nationwide SEL programme introduced in 2005 does underline the fact that benefits on learning will not be automatically achieved and that the quality of engagement with the SEL approach is likely to affect outcomes." Quality of delivery needs to be under continual review based on the evidence above.	Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.	RS	July 2018 £2822.50 (PPMs) £408.76 (Training and resources) £366.92 (PSHE training and resources) Total: £3598.18

B. Writing will be improved through a focus on handwriting and fine motor skills.	Correctly identify children with specific barrier Implement appropriate intervention and evaluate impact	Teachers have identified that one of the barriers for children's success in writing is their difficulty with handwriting. Ensuring effective teaching of the pre skills to writing (fine motor skills) will overcome this barrier. Ofsted identified that the lack of sustained writing was a barrier for progress especially for PP children. The physical barriers to	Progress of fine motor skills will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.	RS/JD	July 2018 £800.63
E. Sharp focus on outcomes for disadvantaged children leads to better progress	To improve teaching assistant skill and knowledge to maximise impact and add value to teaching (MITA training)	EEF trials have demonstrated that when TAs are well training and used in structured setting with high quality support and training they can make a noticeable impact on pupil learning.	High engagement and evidence of impact through PPMs and progress for children in learning, attendance and behaviour is evident through the other measures described above.	RS	July 2018 £4995
Total budgeted cost					£9398.71
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. Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.	Identify vulnerable PP children through S and D questionnaire Implement and evaluate appropriate SEAL intervention to develop personal qualities Implement and evaluate appropriate SEAL intervention to develop social skills PP children know the skills to	Social and emotional learning interventions have a significant impact on attitudes to learning, social relationships in school and attainment itself. EEF (2017) suggests that SEL programmes have benefited disadvantaged pupils more than other pupils, although all pupils have benefited on average.	Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.	RS	July 2018 £1785.28

<p>B. Writing will be improved through a focus on handwriting and fine motor skills.</p>	<p>Correctly identify children with specific barrier Implement appropriate intervention and evaluate impact Target groups according to need</p>	<p>Teachers have identified that one of the barriers for children's success in writing is their difficulty with handwriting. Ensuring effective teaching of the pre skills to writing (fine motor skills) will overcome this barrier. Ofsted identified that the lack of sustained writing was a barrier for progress especially for PP children. The physical barriers to</p>	<p>Progress of fine motor skills will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p>	<p>RS/JD</p>	<p>July 2018 (As above)</p>
<p>C. Improved oral language skills</p>	<p>Small group and 1:1 provision – delivering structured speech and language targeted programmes</p>	<p>Evidence: Overall studies of oral language interventions consistently show positive benefits on learning including oral language skills and reading comprehension. On average, pupils who participate in oral</p>	<p>Progress during speech and language interventions. Teachers to report the success of the intervention strategies in the classroom.</p>	<p>RS</p>	<p>July 2018 £3762</p>
<p>D. Less learning time is lost to resolving issues as self-regulation and conflict resolution skills are improved.</p>	<p>Pastoral support for individual pupils from SENCO/PP lead/staff support team/HSLW. Refer to actions identified below regarding playground improvements. Training for staff on the 5 points scale.</p>	<p>Social and emotional learning interventions have had a significant impact on attitude to learning, social relationships in school and attainment itself. EEF, 2017, suggests that programmes have benefited disadvantaged pupils more than others although all pupils benefit on average.</p>	<p>Monitoring of transition periods and review of behaviour logs.</p>	<p>RS</p>	<p>July 2018 £2515.80</p>

G. Attendance rates increase for PP children and persistent absentee rates will decrease.	Launch SOL attendance initiative Employ a home school link worker to liaise with admin and focus specifically on attendance of disadvantaged children including home visits Raise the profile of attendance through assemblies, SOL diamond in the classroom, summer surprise (reception) Rigorous tracking through the spreadsheet and identification of pupils not improving attendance and hitting target – individual plans for high priority target children Breakfast club implemented (free for PP children) to encourage improved attendance and punctuality	If children are not in school then they are not accessing learning. Analysis of attainment data and attendance data demonstrates a clear link between the two for a small number of children.	Through weekly attendance monitoring and implementation of the SOL strategies.	RS	July 2018 £2500 (SoL) £21,962 (HSLW) £31,435.96 (Breakfast club – staff, resources, food)
Total budgeted cost					£63,961.04
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?
E. Sharp focus on outcomes for disadvantaged children leads to better progress	An external review of the school's use of the pupil premium should be undertaken. (GM/RS to broker) PP Monitoring Cycle to be set up and maintained (RS) (See Appendix plan) Pupil Premium Strategy document is rigorously reviewed and updated to include forensic detail of plans, costs, analysis and impact Individual pupil plans with specific strategies and targets shared in PPMs.	Ofsted said leaders focus on key groups [such as disadvantaged pupils is still not sharp enough. Leaders and governors do not check carefully enough what difference their spending of additional funding makes].	High engagement and evidence of impact through PPMs and progress for children in learning, attendance and behaviour is evident through the other measures described above.	RS	July 2018 £1500 (External review x 2 days)

	Cycle of PPMs to assess and review impact of individual plans (data focus)				
F. Parents are better able to support their children with key learning skills e.g. reading, spelling, homework.	<p>Construct a programme of parent workshops that engage and inform (e.g. musical and learning celebration and talk about vision)</p> <p>HSLW to invite personally and call PP families to ensure attendance</p> <p>Invite PP families to "Support child with learning at home" sessions</p> <p>Track attendance of PP parents at Parents' evenings.</p> <p>Set-up and facilitate "Real-Play" sessions targeted at PP families to engage</p>	Teachers have identified that one of the barriers to learning to read and spell is that some children do not regularly receive this support at home.	Increased number of parents attending workshops and information events.	RS/JH	<p>July 2018</p> <p>£186.56</p> <p>£68.28</p> <p>£68.28</p> <p>£398.30</p> <p>Total: £720.86</p>
A. Children will feel more confident, determined and empowered. They will be able to solve problems and resolve difficulties through collaboration and positive relationships.	<p>RS to attend Playground ideas workshop at conference</p> <p>Identify and demarcate a safe zone – for "Time out" purposes</p> <p>Provide a variety of options for outside playground activities and adult to engage with the children on the activity (target PP)</p> <p>Training for lunch time supervisors concerning positive behaviour management and engaging children in play</p> <p>"Play leader" each session to initiate and engage in a variety of games (modelling correct behaviour)</p> <p>Use behaviour policy at lunch and break to allow consistency. Lunch time supervisors to use behaviour book to communicate more effectively with teachers and ensure consequences are followed through (Target PP)</p>	<p>Rationale is to encourage PP children to work collaboratively and cooperatively to achieve a common goal.</p> <p>Evidence EEF show that collaborative learning approaches are consistently positive however will require an approach that includes structured approaches and well-designed tasks (Arbojo).</p> <p>A focus for training will be to ensure that:</p> <ul style="list-style-type: none"> - Approaches that promote talk and interaction between learner tend to result in the best gains - A focus on encouraging lower achieving pupils to talk and articulate their thinking (as they may contribute less). 	Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.	RS	<p>July 2018</p> <p>£500 (Playground focus)</p> <p>£120 (training and resources)</p> <p>£402.50</p> <p>Total: £1022.50</p>

	Launch trial "drop in" session on a Tuesday afternoon for any KS2 PP child that would like to come and chat. Aim: Build relationship with staff member in a "safe environment"				
Total budgeted cost					£3243.56

5. Review of expenditure				
Previous Academic Year		2016-2017		
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
Pupils eligible for PP in year 6 and upper key stage 2 make rapid progress by the end of the year so that differences with 'national other' are closing.	Additional teaching for core subjects in year 6 so that maths and English specialists teach within areas of expertise	Year 6 PP children are making good progress in core subjects. Anticipate that end of KS2 results will show that PP children will perform better than in 2016 in comparison to national other. Review of Impact: <i>In reading and writing year 6 pupils made significantly better progress than the year before and attainment data shows that the difference is diminishing between PP children at Abbey Woods Academy and National other. In reading the difference between Abbey Woods pupils and National other diminished from 60% (2016) to 27% (2017), in writing from 72% to 39% and in maths from 36% to 30%. Therefore although the progress did not increase in maths the number of children achieving ARE in maths increased significantly from 37% (2016) to 56% (2017).</i>	This approach will continue as it has had positive impact on pupil performance and progress. Review of Impact: <i>Results were positive and allowing specialist teaching within a significantly smaller group setting(18 pupils) contributed to this positive outcome as indicated by research from the EEF: "Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced substantially, such as to fewer than 20 or even 15 pupils."</i>	£65,000
Pupil premium children demonstrate positive approach to learning and have raised aspirations e.g. more actively engaged in lessons, responding to feedback and marking, prepared to learn from mistakes.	A growth mind-set approach to teaching and learning supports pupil premium children in a more positive approach to learning increasing resilience and confidence and developing a desire to succeed	Partially met as observations in teaching and pupil voice show some significant changes in how staff and children approach learning. Pupil voice evidences that a greater number of children are demonstrating aspirations and resilience. Work scrutiny, on the whole, show that children regularly respond to feedback and edit and improve their work. Review of impact: <i>In addition to the above results support the growth mindset approach and the engagement of the children in the lessons.</i>	Staff were positive about the training and the approach and evidence shows that it has had a positive impact on pupil's approach to learning. Training will not be repeated but the approach will continue to be implemented and pupil response monitored. Review of impact: <i>"Growth mindset will continue to be used as an approach to learning and language will be framed to reflect its core message as the EEF research indicates the positive impact that this approach can have when utilised effectively: "In 2015, evaluations of an intervention based on "Growth Mindsets" research, Philosophy for Children, and a programme called Thinking, Doing, Talking Science found gains of between two and five additional months' progress. In three projects there were indications that the programmes were particularly beneficial for pupils from low income families."</i>	

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
<p>Children eligible for pupil premium have increased rates of attendance, which are increasingly in line with whole school attendance. A small number of isolated cases may remain.</p> <p>Interventions and plans are robustly evaluated for impact, making use of evidence based strategies and approaches with a strong track record of success. These evaluations inform planning for next steps.</p>	<p>Focus on PP persistent absentees to raise the overall percentage attendance.</p> <p>Designating a pupil premium leader who takes responsibility for leading and managing delivery of provision for PP pupils and tracking impact of intervention.</p>	<p>Impact has been mixed and for year 6 children there has been a pattern of attendance that has been very hard to break.</p> <p>Review of impact: <i>Attendance improved marginally for the year 2016-2017. Average attendance for PP children was 92.49%, for no PP children it was 94.6% and the whole school average was 94.04% with 11.2% persistent absence.</i></p> <p>Interventions have been running for PP children across the school and a newly designated leader now has responsibility for tracking and monitoring the impact of this spending. Evidence to date shows that impact has been mixed – this is where intervention has not been tightly focused on need or where a baseline has not been established.</p> <p>Review of Impact: <i>Direct phonics had a significant impact in accelerating KS1 phonics progress as seen in phonics screening results from last year. Precision teaching was a successful strategy for the majority of pupils accelerating rates of progress in spelling and reading. Project X was trialled in the summer term and has promising results. Children were engaged and motivated to read. Through discussion with teacher pre and post teaching impact was measured and found to be beneficial for the majority of students and this information will be used in pupil progress meetings to inform future planning.</i></p>	<p>The school has just purchased SOL attendance consultancy to track and motivate improved attendance and inform the schools attendance action plan.</p> <p>Review of impact: <i>This strategy was only initiated towards the end of the summer term and we recognise that this is a priority area and needs to remain a focus. The school have taken further steps to ensure that this data improves this year. Teachers are working with admin staff to ensure a consistent approach using the SOL consultancy guidance. A Home school link worker has been employed to encourage direct engagement with persistent absentees and we will be working closely with the EWO to work out a process of fining parents who consistently take their child out of school for leisure activities such as holidays.</i></p> <p>Rigorous tracking of impact of intervention and PP spending is required and currently being implemented.</p> <p>Review of Impact: <i>Direct phonics had a significant impact in accelerating KS1 phonics progress as seen in phonics screening results from last year. This will continue next year in the same manner and same facilitators – discuss possibility of using KS2. Precision teaching was a successful strategy for the majority of pupils accelerating rates of progress in spelling and reading. Project X was trialled in the summer term and has promising results. Children were engaged and motivated to read. This will continue next year however with a smaller number of groups as timing impacted the quality of input for the last group of the afternoon. Through discussion with teacher pre and post teaching impact was measured and found to be beneficial for the majority of students and this information will be used in pupil progress meetings to inform future planning.</i></p>	<p>£25,000</p>

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

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk