

# Pupil premium strategy statement (primary) REVIEW

<b>School</b>	Abbey Woods Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£72,600	<b>Date of most recent PP Review</b>	Oct 2017
<b>Total number of pupils</b>	205 (inc NAM)	<b>Number of pupils eligible for PP</b>	55	<b>Date for next internal review of this strategy</b>	July 2019

## 2. Attainment and Progress

	<i>Pupils eligible for PP (your school)</i>			
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Nat other (2017)</b>
<b>% achieving Expected Standard Plus reading</b>	26	53	44	77
<b>% achieving Expected Standard Plus writing</b>	4	42	33	81
<b>% achieving Expected Standard Plus Maths</b>	37	56	44	80
<b>% achieving Higher Standard reading</b>	7	8	11	29
<b>% achieving Higher Standard writing</b>	0	0	0	21
<b>% achieving Higher standard maths</b>	13	8	11	27

## 1. 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*)

<b>A.</b>	Low self-esteem, independence confidence and resilience (linked to lack of wider experiences)
<b>B.</b>	Mental health preventing readiness to learn in the classroom
<b>C.</b>	Poor oral language including vocabulary and speech pronunciations
<b>D.</b>	Self-regulation and conflict resolution
<b>E.</b>	There has not been a sharp and effective 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*)

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

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Outcome:</b> Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.</p> <p><b>Measure:</b> 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>B.</b>	<p><b>Outcome:</b> Mental Health needs will be understood, unpicked and appropriate intervention implemented to ensure learning outcomes improve.</p> <p><b>Measure:</b> Disruption in class and at break as a direct result of the mental health needs of PP and non-PP children will not impact on the learning of others or the child.</p>	<p>Pupils will be able to remain in class and not need to be taken to the silent space and reflection zone to ensure that the learning of others is not disrupted.</p>
<b>C.</b>	<p><b>Outcome:</b> Improved oral language skills in reception to equip with the communication skills required for the rest of their educational career and life.</p> <p><b>Measure:</b> Improved outcomes in speech and language in early years goals</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>
<b>D.</b>	<p><b>Outcome:</b> Less learning time is lost to resolving issues as self-regulation and conflict resolution are improved.</p> <p><b>Measure:</b> 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>
<b>E.</b>	<p><b>Outcome:</b> Sharp focus on outcomes for disadvantaged children leads to better progress</p> <p><b>Measure:</b> 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>
<b>F.</b>	<p><b>Outcome:</b> Parents are more willing to engage with school and better able to support their children with key learning skills e.g. reading, spelling, homework.</p> <p><b>Measure:</b> 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>
<b>G.</b>	<p><b>Outcome:</b> Attendance rates to continue to increase for PP children and persistent absentee rates will decrease.</p> <p><b>Measure:</b> Through weekly attendance monitoring and implementation of the attendance tracking 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>

3. Review of expenditure				
Previous Academic Year		2018-2019		
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
A. Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.	<p>Embed the Silver Star policy throughout the school and in all lessons to continue to raise the profile of disadvantaged children.</p> <p>To introduce a new whole school approach to PSHE which focuses on the specific needs of Abbey Woods: Aspiration, Social Skills, Anger Management, Self Esteem and Friendships.</p> <p>Themes and lesson will be planned well in advance to enable the immersion of PP children into the topic. Events/trips planned to address the balance of experience and preparation for learning.</p>	<p><b>Review of Impact:</b></p> <p>Pupil Progress Meetings continued to focus on children from disadvantaged families and detailed specific barriers to learning for individual children. The Silver Star policy raised the profile of the children and strategies were put in place and progress can be seen in books and attitude.</p> <p>The disadvantaged group made the most progress in Reading and Math (Steps in Target Tracker) and SEN made the least. We will have to ensure that the disadvantaged and SEND groups make greater than expected progress from earlier on as despite the Year 6 teacher achieving this for both Reading and Math, the difference was still significant when compared with all other.</p> <p>Student Voice and Lesson visits have evidenced that the new JigSaw PSHE scheme of work is having an impact on behaviour and attitudes in the classroom. The strategies and skills taught in the lessons are gradually starting to be used across the school and it reinforces the school existing values effectively.</p> <p>The curriculum needs to be revised to ensure progression of knowledge and skills throughout and to effectively meet the needs of all children at Abbey Woods Academy.</p>	<p>This approach will continue as it has had positive impact on pupil performance and progress. Additionally, it raised the profile of the disadvantaged pupils and gave them quality teaching and nurture time with their teachers.</p> <p>This will continue as it achieved its goals.</p> <p>As of October 2019, the new curriculum is being developed in collaboration with the support of other schools within the Trust.</p>	£7800

<p>B.Mental Health needs will be understood, unpicked and appropriate intervention implemented to ensure learning outcomes improve.</p>	<p>Daily mile</p> <p>Trial a whole school approach to emotional literacy using My Many Coloured Days. Children identify feelings and follow advice as to how to address them. Modelled and embraced by all staff.</p> <p>To introduce a new whole school approach to PSHE which focuses on the specific needs of Abbey Woods: Aspiration, Social Skills, Anger Management, Self Esteem and Friendships.</p> <p>Quiet Place "drop-in" area at break time for support and discussion.</p> <p>8:30am Open Doors Policy for children to come in and do quiet activities before school starts. To link in with Magic Breakfast initiative. Existing Breakfast club to continue as last year.</p>	<p>Where implemented effectively, as research, suggested the daily mile did lead to improvements in social, mental and emotional health too. Concentration in class also improved for some children. This was linked to evidence from student and teacher voice.</p> <p>Zones of regulation implemented. Effectively supported the emotional regulation of the majority of children. Children able to identify emotions and strategies to support. Created a universal language to help support children when they are struggling emotionally.</p> <p>Student Voice and Lesson visits have evidenced that the new JigSaw PSHE scheme of work is having an impact on behaviour and attitudes in the classroom. The strategies and skills taught in the lessons are gradually starting to be used across the school and it reinforces the school existing values effectively.</p> <p>Not implemented</p> <p>Not implemented</p> <p>Magic Breakfast bagels supports the children to ensure that they have had breakfast and are able to focus in class.</p>	<p>Although effective when implemented in a structured routine this is difficult to fit in to an already busy timetable. Needs to be reviewed in terms of time and other subject needs.</p> <p>Needs to be revisited with staff and children regularly to reinforce the strategies and the support systems</p> <p>This will continue as it achieved its goals</p> <p>Staffing at lunch times has been challenging and need to look at alternative ways to ensure adult availability</p> <p>Time is needed for TAs and teacher to meet to ensure that the lessons are effective. Opening the doors early prevents this.</p> <p>To continue until the funding is no longer available.</p>	<p>£2376.82</p>
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<p>C.Improved oral language skills in reception to equip with the communication skills required for the rest of their educational career and life.</p>	<p>KS1 – Supported by the Communication and Interaction Team embed the SCERTS communication programme to begin to support whole class the language barriers. KS1/2 - Create a language rich school – learning walk to assess current state and identify actions for future (12/11/18)</p>	<p>Good progress towards outcomes from specific speech and language programmes for identified children. All children made progress and moved swiftly onto new targets. Evidenced in SALT reports. Communication and Interaction Team worked with year 1 specifically. Identified key children to support with visual resources to improve communication. Good progress for children in EYFS and KS1.</p> <p>Learning walks completed and identified areas to improve – this will now link with the development of the new curriculum as an area to be improved.</p>	<p>Actions from learning walks need to be implemented at a faster pace.</p>	<p>£1750  £600</p>
<p>E.Sharp focus on outcomes for disadvantaged children leads to better progress</p>	<p>Reinstate TA meetings to reflect on MITA training  Clear and focused intervention programme to be introduced using evidence-based interventions (Catch-up literacy and catch-up numeracy).  SSIF writing project supported by RF and SS. Tailor made to meet the needs of disadvantaged children in our school with</p>	<p>Training implemented after school once every short term.</p> <p>Excellent progress made in spelling where implemented correctly.</p> <p>Focus of the project changed throughout the project to incorporate SEND.</p>	<p>Needs to be more regular for greater impact  Greater consistency needed.  Focus needs to remain intact for greatest impact.</p>	<p>£1800</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>A.Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.</p>	<p>Implement and evaluate appropriate SEAL intervention to develop personal qualities Implement and evaluate appropriate SEAL</p>	<p>ELSA and SEAL mini programmes supported the emotional regulation of identified children and reduction in behaviour points recorded.</p>	<p>Time management to support more children in this manner.</p>	<p>£1400</p>

	<p>intervention to develop social skills PP children know the skills to maintain friendships needed through SEAL activities</p> <p>Career fair – for the whole school, using parents and primary futures. Following this put together an aspirational programme of events for all children with specific focus on PP.</p>	Not implemented	Elements of aspiration and careers need to be addressed and this will form part of the development of the new curriculum.	
B.Mental Health needs will be understood, unpicked and appropriate intervention implemented to ensure learning outcomes improve.	<p>Dedicated time given to specific PP children by key adults every morning to support a settled start.</p> <p>Teachers to refer using referral system to identify the most effective well-being intervention for them: ELSA, Nurture, Worry programme or Drawing and Talking</p>	<p>Teacher and Child voice and improvement on 73% of S and D questionnaires for children engaging in soft starts</p> <p>When used the referral system is effective however children are not always being referred in a timely manner.</p>	<p>Need to build in time for this to work effectively in 2019-20. It has greatest impact when consistent.</p> <p>Regular reminders to use the systems in place.</p>	£1200
C.Improved oral language skills in reception to equip with the communication skills required for the rest of their educational career and life.	<p>Small group and 1:1 provision – delivering structured speech and language targeted programmes</p>	<p>Good progress towards outcomes from specific speech and language programmes for identified children. All children made progress and moved swiftly onto new targets. Evidenced in SALT reports.</p>	<p>Continue to work effectively with SALT team.</p>	£3500
D.Less learning time is lost to resolving issues as self-regulation and conflict resolution are improved.	<p>Dedicated time given to specific PP children by key adults every morning to support a settled start.</p> <p>Teachers to refer using referral system to identify the most effective well-</p>	<p>Soft starts supported disadvantaged children and helped them focus on the day and gave them a mechanism to discuss concerns</p> <p>Referral system is in place and some teachers are using it. Members of staff facilitating the well being interventions will now</p>	<p>Consistency is key, building the relationships is vital in achieving success</p> <p>Regular reminders, easy access to form</p>	£1500

	<p>being intervention for them: ELSA, Nurture, Worry programme or Drawing and Talking.</p> <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"</p> <p>Create inside provision for children at lunch and break as an alternative to outside play.</p>	<p>no longer take a child on to the intervention without the referral form.</p> <p>Also achieved through soft starts</p> <p>Need to be more structured and planned.</p>	<p>Important to find a place at lunchtimes for children to be calm and reflective. Need to look at staff timetable for lunchtime provision to release staff for inside provision</p>	
<p>E.Sharp focus on outcomes for disadvantaged children leads to better progress</p> <p>G.Attendance rates to continue to increase for PP children and persistent absentee rates will decrease.</p>	<p>Attendance focus – robust tracking and monitoring of attendance for PP children.</p> <p>Raise the profile of attendance through assemblies. Individual plans for high priority target children. Breakfast club implemented (free for PP children) to encourage improved attendance and punctuality</p> <p>Clear and focused intervention programme to be introduced using evidence-based interventions (Catch-up literacy and catch-up numeracy).</p> <p>Progress tracked during half termly PPM that focuses on data and outcomes of specific children.</p>	<p>Attendance has been a key area of focus. Attendance is tracked weekly. 15 families were on attendance plans last year – 80% improved attendance by the end of the year</p> <p>Good progress made in interventions. Pre and post data to evidence this.</p>	<p>Need to intervene earlier with phone calls when attendance starts to drop.</p> <p>Catch up literacy has greater impact on spelling as children's decoding is generally quite high.</p>	<p>Breakfast club – staffing and resources. Intervention training £31,500</p>
<p><b>Other approaches</b></p>				

<p>E.Sharp focus on outcomes for disadvantaged children leads to better progress</p>	<p>PP Monitoring Cycle to be set up and maintained (RS)  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.  Cycle of PPMs to assess and review impact of individual plans (data focus)</p> <p>Career fair – for the whole school, using parents and primary futures. Following this put together an aspirational programme of events for all children with specific focus on</p>	<p>Some children made good progress following the PPMs and teacher implemented the strategies well.</p> <p>Not Implemented</p>	<p>Review the PPM process and ensure rigour and consistency</p> <p>Elements of aspiration and careers need to be addressed and this will form part of the development of the new curriculum.</p>	<p>£1600</p>
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<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>	<p>Identify and demarcate a safe zone – for "Time out" purposes  Provide a variety of options for outside playground activities, with support of ELSA, and adult to engage with the children on the activity (target PP).  Continued training for lunch time supervisors concerning positive behaviour management and engaging children in play  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)  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"</p>	<p>Not implemented</p> <p>Need a more consistent and planned approach to improve impact</p> <p>Also achieved through soft starts</p>	<p>Planning and consistency</p> <p>Important to find a place at lunchtimes for children to be calm and reflective.  Need to look at staff timetable for lunchtime provision to release staff for inside provision</p>	<p>July 2019</p> <p>£1950  £1500  £1600</p>
<p>F.Parents are better able to support their children with key learning skills e.g. reading, spelling, homework.</p>	<p>Construct a programme of parent sessions that engage and inform (e.g. musical and learning celebration and talk about vision)  HSLW to invite personally and call PP families to ensure attendance  Invite PP families to "Support child with learning at home" sessions</p>	<p>Parent coffee mornings to discuss the curriculum. Looked at assessment and ways to support reading.  Well attended by parents. PP parent attendance lower – 45% of parents attending were PP.</p>	<p>Parents would have liked to see more work from the children and examples of what a year 6 piece of work would look like.</p>	<p>£721.42</p>

	Track attendance of PP parents at Parents' evenings.	74% of PP children attended parents evening	Continue to track and get teachers to automatically record and hand over information	
	Supporting children of all backgrounds to experience a variety of events and trips that contribute to their cultural capital	All children that wanted were able to attend the trips offered in school throughout the year.		£5000
	To support PP children to understand the context of the curriculum and the lesson with additional adult support where necessary	Tas able to identify disadvantaged children and their barriers to learning. This enables them to target support in lessons to ensure context is not a barrier		£7000
Total				£72,798.24