

Pupil premium strategy statement 2019-20

School overview

Metric	Data
School	Abbey Woods Academy
Pupils in school	202 (18 in nursery)
Proportion of disadvantaged pupils	38% (no nursery) 39.6% (Inc. nursery)
Pupil premium allocation this academic year	£92,400
Academic year or years covered by statement	2019-2020
Publish date	May 2020
Review date	July 2020
Pupil premium lead	Rowena Stott

Disadvantaged pupil progress scores for last academic year (end of KS2)

Measure	Score
Reading	-4.9
Writing	-4.4
Maths	0.5

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	14%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To design a curriculum to meet the needs for all children in the school, including PP, that builds on prior knowledge, engaging and equips the children at AWA with the skills that they need to be successful in the next stage of education.
Priority 2	To improve progress in reading through implementation of new guided reading scheme and effective guided reading pack interventions.
Priority 3	Improved level of oral and written vocabulary which will result in improved writing levels.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Poor reading comprehension skills Poor oral language/vocabulary and written
Projected spending	£30,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 2021
Progress in Mathematics	Achieve national average KS2 Mathematics progress score	Sept 2021
Phonics	Achieve national average expected standard in PSC	Sept 2021
Other	Improve attendance of disadvantaged pupils (97%)	Sept 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	A strong phonics programme will continue to be embedded from nursery to Year 1 to enable all children to make progress towards passing the phonics screening check and ensuring that the pass rate is in line with the national average for disadvantaged.
Priority 2	Children will consistently apply the question types when analysing text to support their understanding of the text.
Priority 3	A rigorous process for tracking data will continue to be implemented and direct discussions in pupil progress meetings to ensure that the correct students are identified for the correct interventions. Teaching Assistants will be trained and monitored to deliver highly structured interventions to close the gaps.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor reading comprehension skills • Poor oral language/vocabulary and written • Poor attendance rates
Projected spending	£25,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To consistently provide specific and effective support to children to support their self-regulation and

	conflict resolution skills to reduce the amount of learning time lost.
Priority 2	Attendance rates for pupil premium children will increase and persistent absentee rates will decrease.
Priority 3	Parents are more willing to engage with school and better able to support their children with key learning skills e.g. reading, spelling, homework.
Priority 4	Children will feel more confident and empowered and this will be reflected in their attitudes to learning. Their learning outcomes will accelerate as a direct result.
Priority 5	All PP children access curriculum-linked trips and breakfast club
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor attendance rates • Low academic resilience, self-esteem, confidence and independence • SEMH needs present as poor self-regulation, conflict resolution and social interactions • Home support and deprivation – parental engagement and confidence in knowing how to support their child’s learning especially with reading and homework
Projected spending	£40,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring teachers are supported to develop their skills as curriculum leads and design a curriculum that meets the needs of the school.</p> <p>Ensuring time is given to train the teachers and TAs to implement the strategies effectively and then further time is given to monitoring the success of the programme and identifying training needs where necessary.</p>	<p>Trust support and support from school within the Trust has reduced workload due to the sharing and collaboration on planning for the curriculum.</p> <p>Trust schools have delivered training to staff releasing the pressure from staff in-school</p> <p>Extra INSET day granted to allow further development of the training.</p>
Targeted support	Ensuring that phonics lead is supported and released to train new staff members in the delivery of phonics.	Where possible, build in time to the timetable to allow relevant staff members the management time to lead their subject.

	Consistency of displays and practice to support the guided reading practice and be used to support comprehension of texts in all lessons	Identify key staff to be responsible for the learning environments. Robust and effective monitoring and feedback of teaching practice.
Wider strategies	Engaging the families facing the most challenges.	Effective support through the HSLW. Identification of those families and the supporting through school and other agencies where necessary e.g. Early Help, LCSS.

Review: last year's aims and outcomes

Aim	Outcome
Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.	No improvement from last year. There needs to be a clear focus on PP children in pupil progress meetings and tracking their data regularly to ensure they are accessing the specific support they require to close the gaps and make progress. Teaching staff to implement the zones of regulation and growth mindset strategies consistently in all lessons.
Mental Health needs will be understood, unpicked and appropriate intervention implemented to ensure learning outcomes improve.	One-eighty to support in identifying the needs of the children and the relevant support as CAMHs currently over-subscribed.
Improved oral language skills in reception to equip with the communication skills required for the rest of their educational career and life.	Children achieving ELG in reception is in line with national. This needs to be maintained throughout KS1 and KS2. Development of the new curriculum and implementation of the new guided reading structure to support this.
Sharp focus on outcomes for disadvantaged children leads to better progress.	No improvement from last year. There needs to be a clear focus on PP children in pupil progress meetings and tracking their data regularly to ensure they are accessing the specific support they require to close the gaps and make progress.
Less learning time is lost to resolving issues as self-regulation and conflict resolution are improved.	Pockets of challenging behaviour remain. Legacy to account for some concerns however a consistent approach must be maintained by all staff. Support to be

	received from family links and one-eighty.
Attendance rates to continue to increase for PP children and persistent absentee rates will decrease.	No improvement in attendance since last year. New focus on attendance officer and LA working to address this issue.
Parents are better able to support their children with key learning skills e.g. reading, spelling, homework.	Slight increase as some parents are now receiving the support they need through the early help system. This system needs to reach more of our parents. Implements parent groups to support each other.