

Abbey Hill Primary and Nursery School Pupil Premium Strategy Statement 2016 - 17

| 1. Summary information | | | | | |
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| School | Abbey Hill Primary and Nursery School | | | | |
| Academic Year | 2016 - 17 | Total PP budget | £153,120 F2 to Y6 | Total spent | £199,403 |
| | | | | Additional funding from school budget | £39,810 |
| Total number of pupils | 198 (not including pre-school pupils as there is no PP funding for this age group) | Number of pupils eligible for PP | 116 pupils in F2 to Y6 59% of pupils are eligible for PP funding | Date for next internal review of this strategy | April 2017 July 2017 – final review |
| EYFS pupils | Early Years PP funding for F1 pupils is £302.10 per pupil Funding received so far - £4034 Estimated funding for spring 2017 - £2439 Estimated total - £6473 for 21 pupils 48% of pupils in F1 are eligible for the EYFS PP funding | | | | |

| 2. Current attainment in school | | |
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| Y6 data at the end of July 2017 (27 pupils, 17 PP and 10 non PP) | Pupils eligible for PP | Pupils not eligible for PP (school) |
| % achieving the expected standard in reading, writing and maths | 77% | 70% |
| % achieving the expected standard in reading | 94% | 100% |
| % achieving the expected standard in writing | 77% | 70% |
| % achieving the expected standard in maths | 82% | 80% |

| 3. Barriers to future attainment for pupils eligible for PP | |
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| In-school barriers | |
| A. | Disadvantaged pupils' speech and language skills are very low on entry to pre-school and Nursery. This slows their progress in many areas of learning into KS1 and beyond |
| B. | Disadvantaged pupils enter the Foundation Stage with poor physical skills and limited experience of the world, either first hand or through books. This has a significant effect on their ability to write, in both physical handwriting and composition. |
| C. | Many disadvantaged pupils need additional support to acquire and retain key skills and concepts in reading, writing and maths |
| D. | Higher ability disadvantaged pupils do not always make as much progress as they should to reach the higher standard |

| External barriers | | |
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| E. | Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers that is required to access the curriculum. | |
| F. | Disadvantaged pupils enter pre-school at significant risk of delay in all the Prime and Specific Areas of Learning. Many miss the crucial developmental milestones due to limited experiences as a baby and toddler. Many pupils enter F1 and F2 at significant risk of delay in all areas which for many pupils continues to impact their learning as they move through school. | |
| G. | The attendance of disadvantaged pupils is lower than other pupils | |
| 4. Desired outcomes | | |
| | Desired outcomes and how they will be measured | Success criteria |
| 1. | To improve pupils' speech and language skills across the Foundation Stage and in KS1 | Disadvantaged pupils in FS make accelerated progress of at least 4 ages and stages in speaking and understanding across three terms. An increasing proportion of disadvantaged pupils meet age related expectations in C&L |
| 2. | To improve progress and attainment in reading for disadvantaged pupils across school | Disadvantaged pupils make accelerated progress through book bands and are working at or close to age related expectations by the end of the year |
| 3. | To improve the attainment and progress of disadvantaged pupils | Disadvantaged pupils in KS2 make as much progress as other pupils and are on track to achieve the greater depth standard |
| 4. | To improve the attendance of disadvantaged pupils | Overall attendance for disadvantaged pupils improves from 94.2% to at least 95% (school's target) and the percentage of disadvantaged pupils who are persistent absentees reduces from 18.3% to at least below 10% and close to the national average of 8.8% |

Pupil Premium Action Plan 2016 – 17 Planned Expenditure

| Action or approach | Allocated funding | New or continued | Targeted group | Intended outcomes (impact on attainment) | Staff lead | Evaluation methods |
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| <p>To support pupils individually and in small groups to improve communication and language skills - TA led</p> <p>To provide fortnightly drama and role play sessions supporting language, vocabulary and knowledge of the world - teacher led</p> <p>To provide staff CPD in developing vocabulary</p> <p>To introduce communication bags to support development of vocabulary</p> <p>To buy SALT resources to support pupils' learning</p> <p>A, B, E and F</p> | <p>£27,798</p> <p>£3,600</p> <p>£400</p> <p>£500</p> | <p>Continued</p> <p>Continued</p> | <p>PP pupils in F1&2 with very low attainment on entry</p> <p>Individual PP pupils in KS1 who are falling behind age related expectations</p> | <p>Pupils in FS make accelerated progress through the ages and stages in Communication & Language</p> <p>High staffing levels address low attainment on entry through structured play, a focus on physical development through the FS writing project and support for Communication & Language skills</p> <p>Pupils working on individual speech and language programmes make good progress through their objectives</p> | <p>SENCo</p> | <p>F1 termly data, F2 half termly data</p> |
| <p>To accelerate the progress of disadvantaged KS2 pupils falling behind in maths through needs led individual and small group teaching Sept to Dec 16 then May to July 17</p> <p>To support Y6 PP pupils in maths and English filling in gaps in learning to accelerate progress and attainment in end of KS2 tests Jan to May 17 – teacher led</p> <p>To focus on higher achieving Y6 PP pupils to ensure they make sufficient progress</p> <p>C, D and G</p> | <p>£24,664</p> | <p>Continued</p> | <p>PP pupils in KS2 achieving below age related expectations</p> <p>PP pupils in Y6 achieving below age related expectations</p> <p>HA Y6 PP pupils</p> | <p>Targeted pupils make accelerated progress as the gaps in their maths learning are filled</p> <p>The attainment of PP pupils improves and the gap between PP pupils and other pupils is narrowed</p> | <p>DHT Maths leader</p> | <p>Half termly data review</p> <p>End of KS2 results</p> |
| <p>To accelerate the progress of disadvantaged KS2 pupils falling behind in maths through needs led individual and small group teaching based on the principles of 1stclass@number - TA led</p> <p>C</p> | <p>£18,899</p> | <p>Continued with a new focus</p> | <p>PP pupils in Y3 achieving below age related expectations</p> | <p>Targeted pupils make accelerated progress as the gaps in their maths learning are filled</p> | <p>HT</p> | <p>Half termly data review</p> |
| <p>To accelerate progress for the most vulnerable readers through a daily individual Reading Recovery (ECaR) intervention – teacher led</p> <p>A, C and E</p> | <p>£24,498</p> | <p>Continued</p> | <p>Pupils in Y1 and Y2 who are working well below age related</p> | <p>Pupils make accelerated progress through the book bands and achieve in line with age related expectations after 20 weeks or 100 lessons</p> <p>Pupils acquire a range of strategies to work out unknown words</p> | <p>HT</p> | <p>Regular review of data and discussion of the selection of pupils</p> |

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| | | | expectations | 60% of PP pupils targeted for intervention | | |
| To improve the teaching of reading across school for PP pupils focussing on the re-introduction of guided reading with a clear focus on comprehension and vocabulary skills To provide external staff CPD To research and buy book banded sets of books appropriate for guided reading in KS1&2 including picture books To introduce Reciprocal Reading in Y3&4 To continue the use of Inference training To promote a culture of reading across school supporting the most disadvantaged pupils through competitions, parental involvement, books swaps, Christmas gifts and library reads A, C, D and E | £24,498 £4208 £270 £700 | New New Continued Continued | Whole school PP pupils from F2 to Y6 Y3&4 KS2 | Pupils make progress through the books bands Test scores (Rising Stars, PM benchmarking and practise SATs) show an improvement in the comprehension skills and overall reading attainment of PP pupils Pupils acquire strategies for a good first read, can monitor and clarify for sense and can return and respond to the text for comprehension | KM | Half termly review of data |
| To accelerate the reading and writing progress of pupils who are falling behind age related expectations through a daily individual Switch On intervention To support staff knowledge through the LA Switch On training network A, C and E | LD pm £13,899 TG pm £6,201 CPD cost £450 | Continued | | Pupils make accelerated progress through the book bands and the link between reading and writing is strengthened Pupils acquire a range of strategies to work out unknown words 60% of PP pupils targeted for intervention | KM | Regular review of data and discussion of the selection of pupils |
| To improve the attendance of targeted pupils and to support their families in getting children to school regularly and on time Attendance team - HT, C&FSW and office admin G and supports all other barriers | SJ £6565 EY £5091 Rewards SJ £26260 | New | All vulnerable or PP pupils with attendance below 95%, persistent absentees and lates | Improved levels of attendance and punctuality for targeted pupils in 2016 – 17 so that the attendance of PP is at least 95% Persistent absenteeism for PP pupils is reduced from the 2016 figure of 18.3% to at least below 10% | HT | Weekly review by C&FSW and three weekly meetings of the attendance team |
| To improve the teaching of maths through manipulatives including Numicon, pictorial representation and the Singapore bar method To provide staff CPD C | £1239 | Continued but new to many staff | Whole school focus targeted at PP pupils | The gap is narrowed between PP pupils and other pupils | NK | Half termly maths data review Lesson drop-ins |
| To support pupils in English and Learning | £4,000 | Continued | Whole school | First hand experiences enable pupils to | DHT | Pupil interviews |

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| <p>Challenge work by giving them wider experience of the world through half termly visits and visitors and programmes such as Muddy Footprints</p> <p>To promote knowledge of the world and increase vocabulary through links with current events – weekly First News online and paper, Amazing science magazine etc.</p> <p>A, B, C, E and G</p> | £463 | | focus targeted at PP pupils | understand, acquire and use vocabulary in context and to make links with topic work and to make quality final pieces of written work | | Work scrutiny Report to governors |
| <p>To improve pupils' aspirations through guest speakers, visits and special events e.g. Yes programme, Notts University links, Athletes in school, Enterprise week, visiting authors</p> <p>E and G</p> | £1,000 | New | KS1&2 focus | <p>Pupils have an understanding of the world of work and know what opportunities are available to them</p> <p>Pupils hear real life experiences of success and understand about hard work, goals and overcoming barriers</p> <p>Pupils have tasks where they plan, budget and compete against their peers</p> | DHT | Report to governors |
| <p>To subsidise Breakfast Club for vulnerable pupils</p> <p>G</p> | £4200 | Continued | Whole school focus targeted at PP pupils, vulnerable pupils and poor attenders | Pupils' well-being and safety are addressed, and they are at school on time, ready to learn and have had a healthy breakfast | HT | Termly review of numbers |

Review of expenditure July 2017

Academic Year 2016 – 17

| Desired outcome | Chosen action or approach | 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) |
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| 1. | <p>To support pupils individually and in small groups to improve communication and language skills - TA led</p> <p>To provide fortnightly drama and role play sessions supporting language, vocabulary and knowledge of the world - teacher led</p> <p>To provide staff CPD in developing vocabulary</p> <p>To introduce communication bags to support development of vocabulary</p> <p>To buy SALT resources to support pupils' learning</p> | <p>By July 17 82% of disadvantaged pupils in F1 (13 out of 16) and 93% of pupils in F2 (14 out of 15) have made accelerated progress in Communication & Language (4 EYFS stages or more). 56% of F1 pupils and 87% of pupils in F2 made progress of more than 5 EYFS stages progress. External monitoring visits commented on the high quality of staff interaction with children.</p> <p>Drama and role play sessions have improved children's confidence building, listening and turn taking skills, engagement of reluctant children and vocabulary development.</p> <p>Communication bags are used in pre-school, F1 and F2. Key workers use these in adult led time to enhance pupils' acquisition of new vocabulary.</p> <p>15 pupils were supported across F2, Y1 and Y2 in the summer term, 13 of whom are disadvantaged. The vast majority of pupils made progress in their particular areas of need and detailed reports show what progress pupils have made and how they will be supported next year.</p> | <p>The focus on C&L in FS has accelerated progress for the majority of disadvantaged pupils and will be continued next year, including staff CPD and partnership with external SALT services. The acquisition of language for all pupils is a priority in next year's improvement plan.</p> <p>Evaluation activities by FS leaders led to the conclusion that staff were now skilled enough to offer such sessions themselves. Research and inset sessions have shown the value of music in developing early language and communication skills. Trial sessions by an outside provider proved successful and this approach will begin in September 2017.</p> <p>This strategy is one element in the improvement of pupils' language skills and will continue next year.</p> <p>Individual reports show new resources are very effective in promoting C&L skills and speech sounds. They also identify the wide range of pupils' needs e.g. understanding and processing, sentence structure, attention and speech sounds. They highlight the benefits of partnership working with the NCC SALT services to meet pupils' needs.</p> |
| 3. | <p>To accelerate the progress of disadvantaged pupils falling behind in maths through needs led individual and small group teaching Sept</p> | <p>13 disadvantaged pupils took part in this intervention from the end of May to the middle of July. 70% (9 pupils) made accelerated progress through year group</p> | <p>These approaches are effective in identifying and teaching to the gaps in pupils' learning in maths. They are very specific to each pupil's</p> |

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| | <p>to Dec 16 then May to July 17</p> <p>To support Y6 PP pupils in maths and English filling in gaps in learning to accelerate progress and attainment in end of KS2 tests Jan to May 17 – teacher led</p> <p>To support Y6 PP pupils to ensure they make sufficient progress, in particular higher ability pupils C, D and G</p> | <p>objectives. The progress of two pupils was affected by poor attendance.</p> <p>End of KS2 data shows 82% of disadvantaged pupils achieved the expected standard in maths, 77% in writing and 94% in reading compared to other pupils' attainment of 100% in maths, 70% in writing and 100% in reading. Disadvantaged pupils performed better than other pupils in maths and writing. They performed less well in reading though the gap was only 6%.</p> <p>Provisional LA progress values suggest disadvantaged pupils achieved an average progress score of 3.08 in reading, 1.48 in writing and 2.9 in maths. Provisional progress scores for higher ability disadvantaged pupils are 3.8 in reading, 3.3 in writing and -1.76 in maths (note the small numbers of pupils, 3 in reading, 1 in writing and 2 in maths)</p> | <p>needs which are addressed individually or in small groups. Revised data shows more clearly how much progress has been made. They will continue next year focussing on disadvantaged pupils in Y6 in the first instance.</p> <p>A new individual, IT tutoring maths scheme will support progress in maths for disadvantaged pupils, including any higher ability disadvantaged pupils who are not on track to achieve the higher standard.</p> <p>The reading strategies described in the April review will continue next year including the focus on pupils' limited vocabulary.</p> |
| 3. | <p>To accelerate the progress of disadvantaged KS2 pupils falling behind in maths through needs led individual and small group daily teaching sessions based on the principles of 1stclass@number - TA led C</p> | <p>This individual objective-led approach was very effective in filling in gaps in pupils' learning in key areas. All pupils made accelerated progress. See record sheets for details.</p> | <p>This approach will continue based on the 1stclass@number intervention for pupils in lower KS2 initially.</p> <p>A new individual tutor-led IT based maths intervention (3rd Space Learning) will also start next year focussed initially on Y6 pupils.</p> |
| 2. | <p>To accelerate progress for the most vulnerable readers through a daily individual Reading Recovery (ECaR) intervention – teacher led A, C and E</p> | <p>50% of pupils in this intervention are disadvantaged. All pupils have made accelerated progress through the book bands. 75% of pupils (3 out of 4) are currently on track to make age related expectations.</p> | <p>This is a very effective intervention but unfortunately will not continue due to the RR teacher's maternity leave.</p> |
| 2. | <p>To improve the teaching of reading across school for PP pupils focussing on the re-introduction of guided reading with a clear focus on comprehension and vocabulary skills To provide external staff CPD To research and buy book banded sets of</p> | <p>By July 2017 the percentage of disadvantaged pupils achieving the expected standard has increased from the beginning of the year in all year groups: Y1 from 33% to 56% Y1A from 25% to 40% Y2 from 44% to 58% Y3 from 64% to 67%</p> | <p>The new approach to guided reading will continue to be a focus next year to ensure good practice is embedded and that sessions continue to address comprehension and inference skills. It has been particularly effective in KS2. Standards of reading in years 1 and 2 will be a focus in the KS1 improvement plan.</p> |

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| | <p>books appropriate for guided reading in KS1&2 including picture books</p> <p>To introduce Reciprocal Reading in Y3&4</p> <p>To continue the use of Inference training</p> <p>To promote a culture of reading across school supporting the most disadvantaged pupils through competitions, parental involvement, books swaps, Christmas gifts</p> <p>A, C, D and E</p> | <p>Y4 from 59% to 87%</p> <p>Y5 from 35% to 80%</p> <p>Y6 from 29% to 94%</p> <p>The culture of reading remains strong in school and the return visit focussing on writing outcomes by Luke Temple sparked much interest particularly from boys.</p> | <p>The focus on guided reading has meant the work on Reciprocal Reading has not taken place. Senior leaders will discuss whether to introduce this next year or not.</p> <p>While the Reading Leader is on maternity leave the head teacher and a nominated TA will continue to promote a reading culture across school and focus on consolidating successful strategies introduced this year.</p> |
| 2. | <p>To accelerate the reading and writing progress of pupils who are falling behind age related expectations through a daily individual Switch On intervention</p> <p>To support staff knowledge through the LA Switch On training network</p> <p>A, C and E</p> | <p>67% of pupils accessing Switch On in the summer term are disadvantaged. Progress measures in July 17 show that all pupils made accelerated progress through the book bands.</p> <p>The school's own adapted intervention, mini Switch On, was also successful. 52% of pupils in the intervention were disadvantaged and made an average of 5 book levels (through the book bands) in 8 weeks.</p> | <p>Data shows the Switch On reading intervention and the school's own mini Switch On version are very effective for all pupils. Funding has been allocated for three TAs to run this intervention next year, one newly trained in-house.</p> <p>The LA termly training sessions where staff teach in front of colleagues are very useful in developing individual good practice and will continue next year. The new TA will join the first year network.</p> |
| 4. | <p>To improve the attendance of targeted pupils and to support their families in getting children to school regularly and on time</p> <p>Attendance team - HT, C&FSW and office admin</p> <p>G and supports all other barriers</p> | <p>Attendance for all pupils increased to 95.6% by the end of the year. Attendance for disadvantaged pupils is 95.4% and has showed the greatest improvement of all groups (1.2%)</p> <p>The percentage of disadvantaged persistent absentees has reduced to 10.3%, a significant reduction of 8% from last year.</p> | <p>Strategies put in place have been effective this year and the head teacher, C&FSW and office staff will continue to develop these.</p> <p>Governor panels have been very effective in holding parents to account and support them in difficult circumstances. Governors from the new collaboration will be asked to support this process next year.</p> |
| 3. | <p>To improve the teaching of maths through manipulatives including Numicon, pictorial representation and the Singapore bar method</p> <p>To provide staff CPD</p> <p>C</p> | <p>By July 2017 disadvantaged pupils attain better than other pupils in maths in years 1A, 2, 4, 5 and 6. In years 1 and 3 the gaps between disadvantaged pupils and other pupils are 18% and 26% respectively.</p> | <p>The school's maths leader has led several CPD sessions to embed the Singapore bar model and other methods of pictorial representation. She will continue to embed these approaches next year particularly in year groups where disadvantaged pupils are falling behind.</p> |

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| 1 - 4 | <p>To support pupils in English and Learning Challenge work by giving them wider experience of the world through half termly visits and visitors and programmes such as Muddy Footprints</p> <p>To promote knowledge of the world and increase vocabulary through links with current events – weekly First News online and paper, Amazing science magazine etc.</p> | <p>Pupils engage well with visitors and are particularly well behaved on educational visits. They report that they enjoy these visits very much, particularly writing with real authors.</p> | <p>Educational visits extend pupils’ knowledge and make learning real, leading to improved engagement. They extend pupils’ vocabulary and lead to better outcomes in Learning Challenges. These are a major part of our curriculum provision and will continue next year.</p> |
| 2 - 4 | <p>To improve pupils’ aspirations through guest speakers, visits and special events e.g. Yes programme, Notts University links, Athletes in school, Enterprise week, visiting authors</p> <p>E and G</p> | <p>All classes took part in visits over the summer term and engagement levels were high. Enterprise Week was successful in engaging pupils in generating their own ideas and in helping them to understand about managing money and planning budgets.</p> | <p>The buzz that visitors create around school is palpable but it is difficult to say what lasting effect they have. Pupils report they like having different people teaching them especially “real” authors and instructors e.g. on the residential</p> |
| 2 - 4 | <p>To subsidise Breakfast Club for vulnerable pupils</p> <p>G</p> | <p>Breakfast Club is calm and ensures pupils start the day with a healthy and varied breakfast. Several hard to reach families or families working with social care have accessed Breakfast Club at no cost.</p> | <p>This will continue as it meets the needs of many vulnerable pupils and their families.</p> |