



# Abbots Green Community Primary School – Pupil Premium Strategy (2017-18)

1. Summary information					
School	Abbots Green Community Primary School				
Academic Year	2017-18	Total PP budget	95,000	Date of most recent PP Review	
Total number of pupils	394 (Jan 17 Census)	Number of pupils eligible for PP	46 FSM 19 Ever 6 18 Service Children 2 LAC	Date for next internal review of this strategy	July 2018

2. Current attainment		
KS2 (Y6) Achievement and progress (PP cohort of 15/42 in 2017)	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving in reading, writing and maths combined	<b>Combined</b> Reading: 75% Writing: 38% Maths: 38%	<b>Combined</b> Reading: 71% Writing: 76% Maths: 75%
Average progress score in reading	-1.1	0
Average progress score in writing	-7.7	0
Average progress score in maths	- 3.4	0
KS1 (Y2) Achievement and progress (PP cohort of 10/58 in 2017)		
% achieving in reading, writing and maths combined	<b>Combined*</b> Reading: 70% Writing: 50% Maths: 70%	<b>Combined</b> Reading: 76% Writing: 68% Maths: 75%
Y1 Phonics Screening Check (PP cohort of 9/60 in 2017)		
% of pupils passing the phonics screening check	77%	81%
Reception – GLD (PP cohort of 12/61 in 2017 )		
% of pupils reaching a Good Level of Development	25%	71%

### 3. 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>	Speech, language and communication in the Early Years and Key Stage 1 are lower than non PP peers
<b>B.</b>	Effectiveness of supporting Pupil Premium eligible SEND pupils
<b>C.</b>	Historic variability in the quality of teaching has led to significant gaps in attainment of Pupil Premium pupils in comparison to Non Pupil Premium (LSA deployment)
<b>D.</b>	Requirement for a robust assessment system to ensure teaching staff are aware of gaps in learning and required progress (FFT purchased for SLT?, EEXAT)
<b>E.</b>	There are a high proportion of Pupil premium children that require emotional support to develop their sense of well-being in school

### 4. Desired outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Improve the oracy of PP pupils in EYFS and Year 1	PP pupils in Reception and Year 1 will make excellent progress in Communication and Language as a result of the support put in place through PP funding (WELCOM)
<b>B.</b>	Improve the effectiveness of supporting PP pupils with SEND so that they achieve better and the gap between them and non-SEND PP and non-PP narrows	PP pupils with SEND will make accelerated progress from their starting points as a result of focused, strategic support as well as accurate assessment.
<b>C.</b>	Improve progress and achievement for PP pupils to narrow the gap between PP and non PP children	PP pupils in cohorts of concern will, as a result of high quality support, make accelerated progress to narrow the achievement gap.
<b>D.</b>	Staff will use a robust assessment system to identify gaps in learning. Marking in books will enable assessments to be informative to the child. Children will have SMART targets for Reading, writing and Maths.	Attainment and Progress of Pupil premium Children will be tracked in comparison with Non PP to show a decreasing gap each term. Attainment and Progress of Pupil Premium children will be shared with staff as part of Target setting and Pupil progress meetings.
<b>E.</b>	Pupil Premium children will be supported beyond the curriculum to enable to them to feel secure within themselves at school and at home.	Vulnerable children (PP) will have extended support in school to support with emotional needs. Vulnerable children (PP) will have strategies and support in place that they can access alongside their families.

5.		6. Planned expenditure				
Academic year	2017-18					
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.		ii. 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	Costing	When will you review implementation?
<b>A</b>	To implement WELCOM Speech and Language support into EYFS (Nursery and Reception)	On entry to school, children have been identified at working between 36-41 months for spoken language. Without spoken language, exploration of the EYFS curriculum can be very challenging and daunting. It is the expectation that with modelled speech sessions children can develop their spoken language to promote socialisation as they play, and therefore develop essential characteristics of learning.	WELCOM to be carried out on vulnerable children to identify gaps in speech and language. EYFS leader to plan intervention times for children in Nursery and reception children working below age expectations. EYFS intervention timetable to be established Autumn Term.	Lisa Mayes Laura Arfi	£3,762	Half termly following pupil progress meetings.
<b>B</b>	Teacher led interventions and support for PP and LAC children. Especially those that are SEN.	Within some year groups there are children who are both SEN and PP. A high proportion of these children have been identified as making slower progress than their peers and not working at age expectations. With teachers timetabling themselves to support these children, we believe the quality of the interventions will allow demonstrate progress to narrow the gap.	Monitoring of teacher timetables to allocate times for this. Pupil progress meetings to identify impact of interventions and support.	SLT to monitor timetables	£8,311 £1,900	Half termly following pupil progress meetings.
<b>C</b>	Use of CGP revision guides to support home learning and revision in school.	Children within Year 6 are not currently on track to meet National Expectations in Reading, writing and Maths. In order to prepare children for SATS support is needed in preparing for the tests and understanding how to 'tackle' exam situations.	Evidence of revision/ SATS preparation to be used as part of Year 6 planning and provision. Ensure all PP children in Year 6 have CGP revision guides. Year 6 staff to monitor completion of home learning,	Jo Uttley/ Y6 teaching staff	£140	Half termly following pupil progress meetings.
<b>C</b>	Year 6 booster groups	Booster groups and revision guides will provide children with the opportunity to practise their exam skills as well as 'fill the gaps' in their learning. More importantly, children will feel confident in their abilities to cope with the expectations of the Year 6 curriculum,	Booster groups to be established in readiness for Autumn 2 Booster group pupils to be tracked using Target Tracker to show progress.	Jo Uttley/ Y6 teaching staff	£3,480	Targeted children to be revised each half term
<b>E</b>	The Appointment of PP coordinator to support PP children cross the	Within Abbots Green there are currently 85 PP children in school, with each year group having a significant gap between the attainment of Pupil Premium children and non PP.	Appointment of Pupil Premium Coordinator in September 2017 Pupil premium Coordinator to have year group targets.	Ang Morrison	£25,980	December 2017 to demonstrate impact of PP coordinator.

	school to narrow gaps in learning.	As a school, the importance of monitoring the provision of these pupils and well as running interventions and offering support is paramount to improved attainment and progress.	A balanced time table of interventions and support throughout the school for staff and pupils. Regular meetings with SLT and Teaching staff to monitor progress. Develop One page Pupil Premium Profiles for pupils to show provision and impact.			
<b>Total budgeted cost</b>					£41,673	
<b>iii.</b>		<b>iv. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>		<b>When will you review implementation?</b>
C	Letterbox	For some of our most reluctant readers, 'a hook' can be required to engage them'. It is the intention with Letterbox reading session after school that children will be motivated to read at school but also at home.	Targeted support daily for vulnerable children though out he school.	PP Coordinator	£534	Termly If this proves successful additional sets may be purchased to support pupils at home.
A	To develop LSA's knowledge and experience of Emotional Literacy to support PP children using ELSA.	Children, particularly in Key Stage 1 can find communicating their feelings, thoughts and ideas challenging. The intention of ELSA is that children are given skills to communicate their feelings and needs appropriately, in a variety of different situation such as bereavement, friendship resolution, team work and collaborative learning,	SLT to support teachers with planned support as part of daily teaching. Interventions and support to be documented by teachers in Year group action plans following Pupil progress meetings.	Laura Arfi (Family Support Worker)	£3,762+ £645 training	Half termly following pupil progress meetings.
E	Sand therapy	For some children, transition times between learning can be some of the most challenging. Often with issues left unresolved or 'things on their mind', sand therapy can be a supportive session to allow children to 'park' or 'deal with any emotions that could hinder their progress in lessons.	Structured timetabled session of maximum of 30mins per child in both KS1/ KS2. Support from SENco/ Safeguarding team to allocate places appropriately. Baseline assessment from pupils from well-being perspective.	PP Coordinator (salary includes this above)		Half termly following pupil progress meetings.  This could be more frequent depending on safeguarding/ well-being requirements
E	Quiet zone	Lunchtimes can be a challenging time for children, especially when there are speech and language issues. The objective of the quiet zone is to support vulnerable pupils with the lunchtime routines and develop their confidence in school.	Baseline assessment from pupils from well-being perspective. Boxhall profile to identify where support is needed.	PP Coordinator (salary includes this above)		
E	The Rainbow Room	The Rainbow Room will focus on children's social and emotional development such as making friends, initiating conversation with others, playing games, whilst learning the social skills needed when eating alongside others.	Continuity of staff and provision to develop security for vulnerable children. Triangulation of communication between PP coordinator, Safeguarding Team, Class teachers and home.	Laura Arfi (Family Support Worker)	£6,584	

E	Implementing and Staffing Early Birds for all KS2 children (Breakfast club)	Children in Upper Key Stage two arrive at school independently, this can result in early arrival from 7.45am as well as lateness and a lack of routine. Children attending Early birds will develop their skills in organising themselves but also a positive morning routine that will support them as they start their school day. This can include, making breakfast, eating as part of a group, sharing thoughts and feelings for the day ahead as well as a secure environment.	Monthly safeguarding team meetings to ensure that individual needs are being met for vulnerable families. Monitoring attendance and lateness of pupils attending. Clear communication with parents with expectations of the breakfast club.	Laura Arfi (Family Support Worker)	£6,584 £550	
A	Lego Therapy	Building with Lego bricks is a multi-sensory, open-ended experience, so the building projects can be tailored to meet individual learning needs. At Abbots Green we use this to support children with barriers in communication, turn taking, problem solving and social interactions.	Identify pupils with who require support with barriers in communication, timetabling at least two sessions a week. Consider the grouping of the children to ensure a good balance of needs/ confidence levels. Develop assessment opportunities to evidence impact of intervention.	Rob Crouch/ Jo Uttley	£1,140	Half termly following pupil progress meetings.
C	Nessy	With the expectations of the New National Curriculum, we have recognised that some children learn to read, write and spell indifferent ways. This intervention will allow children to develop their skills through kinaesthetic approaches to learning, More importantly this will engage some of reluctant learners in English.	Identify children who are 'borderline' reading, writing and spelling that have the capacity to make rapid progress. Identify children in Year 2 who failed the Year 2 phonics Screening. Timetable daily interventions for half termly blocks to measure impact. Communication with class teachers in preparation for pupil progress meeting to demonstrate progress.	PP Coordinator	£1,330	Half termly following pupil progress meetings.
C	Catch up Numeracy	Catch up Numeracy will allow us to identify gaps in mathematical understanding, addressing the ten key components. The initial training will allow staff to carry out 1-1 interventions for 15 minutes twice a week.	Identify children who are 'borderline' working at age expected that have the capacity to make rapid progress in Maths. Timetable daily interventions for half termly blocks to measure impact. Communication with class teachers in preparation for pupil progress meeting to demonstrate progress.	PP Coordinator	£395+ £95	Half termly following pupil progress meetings.
<b>Total budgeted cost</b>					£21,619	

v.

vi. 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?
C	Fisher Family Trust	In order to improve progress and attainment of Pupil premium children it is essential that we are aware of data trends and expectations. As a	Initial SLT training Staff meetings to share targets and action planning.	Ang Morrison	£360	December 2017 (termly)

		school we will develop target Setting for each year group to focus on accelerated progress of Pupil Premium pupils in line with their peers. It is our intention that using FFT predictions will be SMART in consideration of prior attainment and National Expectations.	Use of data to support staff appraisals and pupil progress meetings. Transparency of expectations amongst staff when target setting.			
C	TT Tracking (Year 1-6)  EXAT (EYFS)	At Abbots Green, assessment to date, has been inconsistent and challenging to monitor. Through the use of Target Tracker and EExat, staff will monitor the progress and attainment of pupils to ensure that this is accurate. As a school, during out half termly pupil progress meetings, we will therefore have the tools to identify children that not making expected progress in line with their peers. As a school we will also be able to set targets and measure against this throughout the year.	Staff training/ meeting time for updating tracking in year group teams.  Internal and external moderation of judgements.	All SLT	£696  £650+ £156 training	Half termly
E	Supplementing trips/ uniform	All children at Abbots Green have the opportunity to benefit from extended curriculum opportunities, regardless of family financial restraints / circumstances. PP children are therefore supported financially to feel (self-esteem) and be seen (perceived) as equals and no different to their peers, through avoiding the need for poor quality clothing, equipment, opportunities, etc.	1. Events & Trips: <ul style="list-style-type: none"> <li>• Yr4 residential trip- reduced costs</li> <li>• Yr6 residential trip – reduced costs</li> <li>• Class visits in all year groups – reduced costs</li> <li>• Visitors &amp; events – reduced costs</li> </ul> 2. Uniform: <ul style="list-style-type: none"> <li>• all PP children given £25 annual basis</li> <li>• unexpected uniform/kit needs met, as required</li> </ul> 3. Daily meals for registered PP children	Sue Lewis Angie Morrison	£1,350 (Yr 4)  £850  £2,125  £100  £20,102	On going
E	Release Time for network meetings (SWAT)	The additional role of Pupil Premium Coordinator at Abbots Green is essential in monitoring the provision and progress of Pupil Premium Children.  By sharing this practise, as well as ideas with other schools, this provides the school with an opportunity to audit provision to ensure maximum progress.	Attending network meetings to share good practise on a regular basis. Allowing time to feedback to SLT and action. Carry out Pupil premium audit of provision in partnership with SWAT schools.	PP Coordinator  Ang Morrison		December 2017 (termly)
<b>Total budgeted cost</b>					£26,389	