

Pupil premium strategy statement

September 2020

Introduction

What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’ *Education Endowment Foundation – The EEF Guide to Pupil Premium funding*

For further details visit:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Strategy

At Abbots Green, we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

1. Teaching

Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Pupil Premium spending.

2. Targeted academic support

Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.

3. Wider strategies

The final element of our approach is to provide support in tackling the most significant, non academic, barriers to success at school, including and social and emotional support in partnership with and Early Intervention ethos throughout our school and Nursery.

The Abbots Green, the three tiered approach will be demonstrated through:

Teaching	<ul style="list-style-type: none"> • A united approach to the Abbots Green vision and values throughout the school with high quality teaching in every year group, with relationships at the core • Development of the Bury teaching hub- providing the school with opportunities to develop teaching skills throughout the school • A consistent approach to teaching reading, writing and maths to ensure maximum progress for all. • A developing whole school curriculum to scaffold the ethos and vision of the school. • Programmed 'pupil progress' meetings to focus on pupil progress and next steps for all pupils • Tailored mentoring and coaching for all trainees, newly qualified and early career teachers • NPQ courses available for all senior and middle leaders to ensure development of all staff • Growth of Oracy/ vocabulary expansion within the long term Curriculum from Nursery to Year 6 • IPADS and laptops are used to develop learning opportunities throughout the school, this includes every Year 5 pupil having access to an IPAD throughout the day for all lessons. • Outside learning/ Forest Schools for all pupils (one day per term minimum) • Commandoe Joe to enrich the Curriculum supporting creative thinking, problem solving and team work • The Abbots Green 50 is used as to further develop Curriculum opportunities throughout the school
Targeted Academic support	<ul style="list-style-type: none"> • High quality Pupil Passport provision within all classes (SEN target provision) • Booster sessions for KS2 children in English and maths • Focussed phonics booster sessions for KS1 children (phonics train sessions) • Emotional Literacy Support Assistant for all children needing emotional, mental health support • WELCOM support for EYFS pupils to support early language development • Gym Trail is provided for children through modelled physical sessions, focussing on coordination, balance and fine motor development. • Laptops for PP to support with learning from home for Pupil Premium
Wider Strategies	<ul style="list-style-type: none"> • Development of Rainbow provision throughout the school • Home visits for any pupils in need of support (where appropriate) • Free daily breakfast club for pupil premium pupils • Lunch time nurture and provision for vulnerable pupils • Trauma trained staff throughout the school • Subsidised trips, visitors, clubs and school uniform, Year 5/6 revision books • Specialised staffing to support Emotional and Social Needs including, school nurse, Family Support Worker • Development of the Early Years provision/ Evergreen Nursery • Library- raising the profile of reading for pleasure for all pupils • Talk Team/Change making opportunities • Access to First News (library resource) • Mr Cole- high quality music teaching to support well being and mental health • Sports Coachin- high quality PE provision throughout the school • Play Pod- Lunchtime provision for all, development of creative play • Highly effective communication (mobile phone accessibility for families in need)

Abbots Green Academy School overview

Metric	Data
School name	Abbots Green Academy
Pupils in school	421
Proportion of disadvantaged pupils	16.6%
Pupil premium allocation this academic year	(2019/2020)
Academic year or years covered by statement	2019-2022
Publish date	October 2019
Review date	July 2022
Statement authorised by	Ang Morrison
Pupil premium lead	Ang Morrison
Governor lead	Paul Jay

Contextual Information

Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.'

Marc Rowland, Unity Schools Partnership

Within Abbots Green;

- There are a proportion of Pupil premium children that require emotional support to develop their sense of well-being in school **(17/70 24%)**
- There are a proportion of Pupil Premium families that require Early Help to support identified areas of support **(12/70 17%)**
- Engagement and relationships with our families is integral to the success of our Pupil Premium families
- Speech and Language remains a barrier for our youngest Pupil Premium pupils on entry into school and Nursery, with at least 80% of pupil premium not working at an expected standard in entry to school. (2020)
- Our SEN pupils also eligible for Pupil Premium funding (8/23, 2020)
- A proportion of our Pupil Premium pupils have the potential to obtain Greater Depth, these pupils must be challenged further throughout the school

Disadvantaged pupil progress scores for last academic year (2019 data only)

Y6 Expected Attainment		2017	2018	2019
Reading	All	81%	75%	80%
	PP	75%	50%	73%
	Non	85%	81%	81%
Writing	All	62%	72%	83%
	PP	38%	50%	64%
	Non	77%	77%	88%
Maths	All	73%	70%	83%
	PP	38%	33%	64%
	Non	81%	79%	85%

Y6 Greater Depth Attainment		2017	2018	2019
Reading	All	29%	17%	29%
	PP	13%	8%	9%
	Non	36%	19%	33%
Writing	All	21%	15%	27%
	PP	0%	8%	9%
	Non	35%	17%	31%
Maths	All	24%	13%	31%
	PP	13%	0%	18%
	Non	31%	17%	33%

Disadvantaged pupil progress scores for last academic year (2019 data only)

Y6 Progress		2017	2018	2019
Reading	All	-1.6	-1.88	0.09
	PP	-1.1	-1.54	0.33
	Non	-1.9	-1.97	0.02
Writing	All	-3.9	-1.58	0.51
	PP	-7.7	0.94	0.68
	Non	-1.5	-2.29	0.46
Maths	All	-2.1	-2.31	-0.02
	PP	-3.4	-2.75	1.21
	Non	-1.3	-2.19	-0.34

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Increase the percentage of pupil premium Year 6 children achieving the Combined EXS to that of the national average for 'All Pupils'.
Priority 2	Ensure that pupils are supported in developing language from starting school in the EYFS.
Priority 3	Develop the School Early help offer to support pupil premium families throughout the school
TOTAL Projected spending	78,464

Teaching priorities for current academic year (2020/2021)

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> Increase the percentage of pupil premium Year 6 children achieving the Combined EXS to that of non Pupil Premium Pupils To implement a high quality progressive approach to teaching reading effectively from Nursery- year 6 	July 2021
Progress in Writing	<ul style="list-style-type: none"> Increase the percentage of pupil premium Year 6 children achieving the Combined EXS to that of non Pupil Premium Pupils To implement a high quality progressive approach to teaching reading effectively from Nursery- year 6 	July 2021
Progress in Mathematics	<ul style="list-style-type: none"> Increase the percentage of pupil premium Year 6 children achieving the Combined EXS to that of non Pupil Premium Pupils 	July 2021
Phonics	<ul style="list-style-type: none"> To develop reading resources and interventions to supplement phonics interventions to Reading resources within a growing EYFS provision 	July 2021
Other	<ul style="list-style-type: none"> Rainbow Boxhall as a robust system for tracking emotional and social needs Rainbow Room Development/ hub EEF- Nuffield Communication Project 	July 2021
Projected Spending	£9,216	

Targeted academic support for current academic year (2020/2021)

Measure	Activity
Priority 1	<ul style="list-style-type: none"> To embed the Abbots Green culture and ethos to believe in every child reaching their academic, emotional and social potential (highly skilled staff and interactions at the heart of the school)

Priority 2	<ul style="list-style-type: none"> To develop the use of whole school assessment using PIXL to identify gaps and interventions to support narrowing the attainment gap for our Pupil Premium pupils EEF- The Nuffield Early Language intervention for EYFS pupils to develop vocabulary Development of the school newspaper (Y5 PP)
Priority 3	To develop the teaching of reading throughout the school
Projected spending	£3,8626

Wider strategies for current academic year

Measure	Activity
Priority 1	Development of the Rainbow provision at Abbots Green to further support our pupils and families to support the emotional and social needs of all.
Priority 2	To grow the Evergreen Nursery to engage families in partnership with early development of spoken English.
Projected spending	£30,930

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is dedicated to staff to allow for professional development.	<ul style="list-style-type: none"> Use of INSET days and additional cover being provided by senior leaders Student teachers to support with providing cover and CPD for all
Targeted support	To ensure staff are able to use assessments to pin point gaps in learning and plan for rapid progress of pupil premium pupils.	<ul style="list-style-type: none"> Maintain an active interest in PIXL interventions/ therapies Review adult support each half term based on need and assessment calendars Whole school timetabling to support with staff deployment, ie whole school reading time
Wider strategies	To ensure staff have a growing understanding of the importance of emotional and social development	<ul style="list-style-type: none"> Establish timeline/ action plan for the growth of the Rainbow (nurture) provision and growth of the team Whole school trauma training Whole school vision and expectations to remain explicit and modelled for all

Review: last year's aims and outcomes

Aim	Outcome
<p>Pupil Premium children will be supported beyond the curriculum to enable them to feel secure within themselves at school and at home.</p>	<ul style="list-style-type: none"> • The AG Curriculum is becoming more sequenced, broad, balanced and engaging, which allows PP children to make exceptional progress; • Approaches to teaching and learning are consistent across the school and are having a positive impact on learning over time. • High quality teaching is becoming consistent in every year group, with some teachers showing outstanding lessons. • Children are enthused by their learning and talk passionately about what they have learnt in Science, History and Geography
<p>Improve the oracy of PP pupils in EYFS and Year 1</p>	<ul style="list-style-type: none"> • WELCOM assessment has been used consistently within EYFS • Staff training • July 2020, 5/7 achieved an Expected standard in speaking (71%) with 2/7 were emerging 29%
<p>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</p>	<ul style="list-style-type: none"> • SEN register is an accurate picture of the SEN needs and those that are PP • All teachers are fully accountable for PP children within their cohort and track their progress using the PIXL trackers • Staff are more equipped to identify the gaps in learning and how to support these immediately. • As the curriculum becomes stronger this has allowed staff to understand the progression of skills needed in each subject, learning is therefore more sequential with fewer gaps.
<p>Improve progress and achievement for PP pupils to narrow the gap between PP and non PP children</p>	<ul style="list-style-type: none"> • Teaching staffing has improved to demonstrate a commitment to the achievement of every child. (Sept 2019) • In 2019, the progress of our PP children was above 0 in Reading (0.3), Writing (0.6) and Maths (1.21) • Target setting within each Year group allows for an added focus on PP progress and attainment to ensure that aspiration are in line with FFT top 20. Each teacher monitors the progress of pupils with an understanding of progress required from KS1-2.