

Abbey Hill Primary and Nursery School Pupil Premium Strategy Statement 2018 - 19

1. Summary information					
School	Abbey Hill Primary and Nursery School				
Academic Year	2018 - 19	Total PP budget	£170,280 F2 to Y6	Total spent	£211,945
			129 pupils x £1320	Additional funding from school budget	£41,665
Total number of full time pupils	217 F2 to Y6	Number of pupils eligible for PP	143 out of 217 pupils in F2 to Y6, 66%, are eligible for PP funding from the January census.	Date for next internal review of this strategy	July 2019
EYFS part time pupils	<p>Early Years PP funding for F1 pupils is £302.10 per pupil 50% of pupils in F1 are eligible for the EYFS PP funding (14 out of 28 pupils) in the autumn term Total funding for the autumn term - £4229 This figure does not including pre-school pupils as there is no PP funding for this age group, though all pupils entitled to a funded pre-school place are disadvantaged. Currently 29 out of 31 pupils are entitled to funded places, 94%.</p>				

2. Current attainment in school			
Y6 data at the end of July 2018 (27 pupils, 17 PP and 10 non PP) 63% PP pupils	School pupils eligible for PP	School pupils not eligible for PP	National pupils not eligible for PP
% achieving the expected standard in reading, writing and maths	63%	38%	70%
% achieving the expected standard in reading	69%	50%	80%
% achieving the expected standard in writing	88%	63%	83%
% achieving the expected standard in maths	88%	63%	81%

3. Barriers to future attainment for pupils eligible for PP	
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, and slows their progress into KS1 and beyond.

C.	Many disadvantaged pupils require on-going additional support to acquire, retain and apply key skills and concepts in reading, writing and maths in order to broaden their choices later in life	
D.	Higher ability disadvantaged pupils require additional support in order to acquire the higher order skills now needed to achieve the higher standard	
External barriers		
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 and achieve age related expectations.	
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, and sometime all, pupils enter Pre-school, 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 in line with that of other pupils but there are more disadvantaged pupils who are persistent absentees.	
H.	Disadvantaged pupils' knowledge of the social conventions of language and interaction is limited and some families are not able to help their children gain these skills. Some pupils also struggle with expressing their feelings and emotions and with creating and maintaining healthy attachments and relationships.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
1.	To improve progress and attainment in reading for disadvantaged pupils across school (link to priority 1 in the SDP)	Intervention data shows disadvantaged pupils make accelerated progress through the book bands, in comprehension skills, and in the pace and fluency of their reading.
2.	To improve the attainment and progress of disadvantaged pupils in KS2 in writing and maths	Disadvantaged pupils' work shows evidence of improved sentence structure, wider use of adventurous vocabulary, application of age related grammar elements and extended independent writing. Maths intervention data shows gaps in pupils' key learning are closing. HA disadvantaged pupils are on track to achieve the higher standard.
3.	To improve pupils' speech, language and communication skills across the Foundation Stage and KS1 and KS2	Disadvantaged pupils in FS make accelerated progress of at least 4 bands in speaking, listening and understanding across three terms. The proportion of disadvantaged pupils meeting age related expectations in C&L increases. Targeted pupils in KS1 and KS2 make progress with speech therapy targets and programmes.
4.	To decrease the proportion of disadvantaged pupils who are persistent absentees and maintain the gains made in the attendance of disadvantaged pupils last year	Overall attendance for disadvantaged pupils is in line with the school's target of 96%. The percentage of disadvantaged pupils who are persistent absentees reduces from current levels to become close to, or below the national average.

Pupil Premium Action Plan 2018 – 19 Planned Expenditure

Action or approach	Allocated funding	New or continued	Targeted groups	Intended outcomes (impact on attainment)	Staff lead	Evaluation methods
<p>To provide support to pupils individually and in small groups to improve communication and language skills. One TA in FS and two in KS1 and KS2.</p> <p>To provide fortnightly interactive music sessions with an external provider incorporating action songs, rhythm and pitch work and exploration of instruments.</p> <p>A, B, E and F</p>	<p>£27,798 SW £5744 HCH £10,639 VW £8952 EB External music provider £125 per session - total £2500</p>	<p>Continued and extended</p> <p>New</p>	<p>PP pupils in F1&2 with very low attainment on entry</p> <p>Individual PP pupils in KS1 and KS2 whose learning is affected by speech and language difficulties</p>	<p>High staffing levels address low attainment on entry through language based structured play, a focus on physical development through the FS writing project and support for Communication & Language skills</p> <p>Pupils in FS make accelerated progress through the ages and stages in Communication & Language</p> <p>Pupils working on individual speech and language programmes make good progress through their objectives and are discharged from the SALT service</p> <p>Music sessions increase children’s confidence, stimulate imagination, improve speech & language development and rules of early communication, build social skills, improve balance and coordination and develop self-expression</p>	<p>Inclusion Leader</p>	<p>F1 termly data F2 half termly data Evaluation reports re music sessions SALT TA reports</p>
<p>To accelerate the progress of disadvantaged pupils in maths in Y6 (then Y5) by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning</p> <p>C and D</p>	<p>£5670</p>	<p>Continued</p>	<p>PP pupils in Y6 (Y5 in summer 2019) who have identified gaps in their learning including HA pupils</p>	<p>Targeted pupils make accelerated progress as the gaps in their maths learning are filled and achieve their targets for EXS or GDS</p>	<p>Maths leader and HT</p>	<p>Termly intervention data School’s assessment information</p>
<p>To accelerate the progress of disadvantaged pupils in KS1 and Y3 through the 1stclass@number intervention and through needs led individual and small group teaching based on the principles of 1stclass@number - TA led</p> <p>C</p>	<p>£14,983 AD £4360 DA</p>	<p>Continued with an adapted focus</p>	<p>KS1 and Y3 PP pupils 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>End of intervention data review</p>

age related expectations through a daily individual Switch On intervention A, B C and E				Pupils acquire a range of strategies to work out unknown words		the selection of pupils
To support parents of PP pupils through structured conversations with teachers All relevant barriers	£2000 supply cover	New	All PP pupils' parents and carers	Teachers will have a deeper knowledge of PP pupils and can adapt teaching approaches in the light of this knowledge. Parents will have strategies to support their children better at home.	HT	Feedback from staff and parents
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 assistant G and supports all other barriers	EY £5091	Continued and revised	All vulnerable or PP pupils with attendance below 95%, persistent absentees and lates	Improved levels of attendance and punctuality for targeted pupils in 2017 – 18 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 regular meetings of the attendance team
To support pupils in their writing and in Learning Challenge work by giving them wider experience of the world through half termly visits or visitors linked to curriculum work, such as Partake Theatre, and outdoor learning programmes such as Forest Schools A, B, C, E, G and H	£4,000	Continued	Whole school focus targeted at PP pupils	First hand experiences enable pupils to understand, acquire and use vocabulary in context and to make links with topic work and to make quality final pieces of written work	DHT	Pupil interviews Work scrutiny Forest Schools objectives and outcomes
To improve pupils' aspirations and knowledge of the world through guest speakers, visits and special events e.g. Nottingham Trent University links, Enterprise week, visiting authors, dancers etc. E, G and H	£1,000	Continued	KS1 and KS2 focus	Pupils have an understanding of higher education and the world of work and know what opportunities are available to them. Pupils hear real life experiences of success and understand about hard work, goals and overcoming barriers They have had first – hand experience of a wide range of opportunities which contributes to improved understanding and vocabulary reflected in their written work	DHT	Pupil interviews Work samples
To support the most socially and emotionally vulnerable PP pupils by giving them opportunities to talk, to understand and make sense of their situation and	£20,912 CP £7995 MC £3873	Continued	Identified pupils in K1 and KS2	Pupils feel listened to, valued and cared for and their basic needs are met. They know there is someone there to look after them and this enables them to access their work in school more effectively	HT C&FSW	Staff discussions Case studies

<p>offering them nurture and resilience building activities To offer identified PP pupils support in self-regulation and emotional well-being through the ELSA approach To offer targeted PP pupils emotional well-being support at lunchtime through small group approaches A, B, E, F and H</p> <p>To support whole families with a wide range of issues including behaviour and routines at home, attendance, tenancy, debt management, domestic violence and food bank referrals to enable children to be happy and ready for learning when they arrive at school E, G and H</p>	<p>SW</p> <p>£31,825</p>	<p>New</p> <p>Continued</p>	<p>Identified pupils in K1 and KS2</p>	<p>Families feel well supported by the school and are in a better position to support their children's learning. Attendance improves and this has a positive impact on learning</p> <p>Pupils learn strategies to regulate their own behaviour and their emotional well-being improves leading to more positive approaches to and outcomes in learning</p>		
<p>To develop Economic and Cultural Literacy skills in targeted groups of HA PP pupils in KS2 through the Life Skills Framework D, E, G and H</p>	<p>£500</p>	<p>Adapted from previous year</p>	<p>HA KS2 PP pupils</p>	<p>Pupils begin to understand about money, earning, savings and how to manage a budget. Pupils understand more about their own culture and/or that of others</p>	<p>HT</p>	<p>Life Skills Framework assessments</p>
<p>To subsidise Breakfast Club for vulnerable pupils G</p>	<p>£4200</p>	<p>Continued</p>	<p>Whole school focus targeted at PP pupils, vulnerable pupils and poor attenders</p>	<p>Pupils' well-being and safety are addressed, and they are at school on time, ready to learn and have had a healthy breakfast</p>	<p>HT</p>	<p>Termly review of numbers</p>