



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	The Abbey Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£150,534 (£120,945, plus £29,589 carry forward due to COVID-19)	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	351	<b>Number of pupils eligible for PP</b>	93 (26%)	<b>Date for next internal review of this strategy</b>	Sept 2021

2. Current attainment DUE TO COVID-19 END OF KS2 2020 DATA IS NOT AVAILABLE KS2 July 2019		
	<i>Pupils eligible for PP (10 pupils)</i>	<i>National Average for all Pupils</i>
% achieving expected or above in reading, writing and maths	20%	64%
% achieving expected or above in reading	30%	73%
% making expected progress in reading		-4.6 to -1.3
% achieving expected or above in writing	40%	78%
% making expected progress in writing		-2.9 to 0.1
% achieving expected or above in mathematics	30%	79%
% making expected progress in mathematics		-4.8 to -1.9

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	PP pupils often have fewer wider experiences and this impacts their vocabulary and knowledge of the world. This impacts their understanding of concepts, which impacts reading and writing attainment.
<b>B.</b>	Higher proportion of PP pupils also have an identified SEND (20%), compared to non-PP (6%), which impacts overall attainment for PP.
<b>C.</b>	Higher portion of pupils who are eligible for PP, compared to non-PP, enter school with lower scores and do not meet a good level of development at the end of EYFS (40% of PP pupils, compared to 24% of non-PP- July 19). This impacts attainment in subsequent years.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance for PP children at the end of the 2018/19 academic year was 94.3% compared to non-PP pupils of 96.6% (Due to COVID-19 there is not attendance data for 2019/20)
<b>E.</b>	Emotional wellbeing. Higher portion of pupils who are eligible for PP, compared to non-PP, have difficulties with self esteeme, confidence and emotional regulation.
<b>F.</b>	27% of pupils who are eligible for PP are non-core pupils.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve phonics outcomes at the end of EYFS and KS1	To ensure that phonics outcomes for end of EYFS, Year 1 and 2 for all groups are at Age Related Expectations
<b>B.</b>	To improve combined ARE (RWM) KS2 to close the gap between 2019 outcomes and National.	To ensure that all pupils in every year group are closing the gap in all subjects moving towards National
<b>C.</b>	To improve progress and attainment in Maths across the school	To ensure that EYFS, KS1 & KS2 Maths outcomes for all groups, are at least at Age Related Expectations.
<b>D.</b>	To improve progress and attainment in Reading, Writing and GPS across the school.	To ensure that EYFS, KS1 & KS2 Reading, Writing and GPS (where applicable) outcomes for all groups, are at least at Age Related Expectations
<b>E.</b>	To improve attainment for Pupil Premium boys in KS2 to be in line with Pupil Premium girls in all subjects	Pupil Premium boys in KS2 achieve as well as Pupil Premium girls in all subjects
<b>F.</b>	Improved emotional well-being, shown in greater levels of confidence and self-esteem.	Pupils to be independent in using strategies to develop resilience and emotional regulation. Pupils seek help when needed and respond with appropriate actions to difficult circumstances.
<b>G.</b>	Improved attendance for PP pupils. PP pupils to have an attendance of 95% or above	To close the gap between PP and Non-PP attendance

## 5. Planned expenditure /

Academic year

2020/21

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. 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	When will you review implementation?
To improve phonics outcomes at the end of EYFS and KS1	KS1 teachers to receive CPD of 'Letters and Sounds' programme from schools teaching and Learning Lead and InMAT school Phonic interventions to be identified for pupils not on track Phonic assessments to be completed on 6 weekly cycles and interventions to be actioned from this	Research shows the importance of pupils gaining phonic skills at an early age and the impact of future attainment on early identification	School Phonics Lead to monitor teaching of phonics Teachers present analysed data detailing pupils who have met/not met phonic screening criteria SENCo to monitor impact of phonic intervention	Phonics Lead SENCo	July 2021
To improve combined ARE (RWM) KS2 to close the gap between 2019 outcomes and National.	Maths and English Subject Leads to attend training and cascade down to all staff in designated staff meetings. PiXL tests are completed following DATA calendar 2020/21 in all KS1 & KS2 classes. To implement PiXL Assessments & Question Level Analysis throughout KS1 & KS2 Increase the speed of reading in Upper KS2. Teachers to deliver PiXL speed therapies. Maths and English Booster teachers to support Reading & Maths therapies. Teachers complete a Question Level Analysis of PiXL tests to ensure pupils gaps in learning are identified & addressed. Teachers to identify key marginal groups and deliver reading and Maths therapies. Core group meetings to be held for KS2, identifying pupils progress and making adaptations based on impact	Use of research based assessment with Question level Analysis and specific therapies to address highlighted areas of need. Use of first quality teaching to deliver the therapies raises the quality of intervention Use of Question Level Analysis to clearly identify the gaps in learning of individual pupils, whole class and whole school	English & Maths Subject Leads to monitor Teaching & Learning to ensure First Quality Teaching.  In Pupils progress meetings with SLT, teachers present analysed data detailing pupils who are not on track to achieve expected levels  Senior leadership present in core group meetings to ensure progress and identify impact of strategies	English and Maths Subject Leads SLT	July 2021

	Additional teacher to allow class teachers to complete 1:1 tutoring for pupils to close the gap following school closures due to COVID-19				
<p>To improve progress and attainment in Maths across the school</p> <p>To improve progress and attainment in Reading, Writing and GPS across the school.</p> <p>To improve attainment for Pupil Premium boys in KS2 to be in line with Pupil Premium girls in all subjects</p>	<p>PiXL tests are completed following DATA calendar 2020/21 in all KS1 &amp; KS2 classes.</p> <p>To implement PiXL Assessments &amp; Question Level Analysis throughout KS1 &amp; KS2.</p> <p>Teachers complete a Question Level Analysis of PiXL tests to ensure pupils gaps in learning are identified &amp; addressed</p> <p>Teachers to identify Key Marginal Groups and deliver Maths therapies.</p> <p>Maths Booster teacher to support Maths therapies.</p> <p>Implementation of new creative curriculum</p> <p>PiXL DTTR assessments are completed in the Autumn term to gain a baseline of attainment following COVID-19 school closure</p> <p>Additional teacher to allow class teachers to complete 1:1 tutoring for pupils to close the gap following school closures due to COVID-19</p>	<p>Use of researched programmes of study which show impact on pupils understanding and progress in maths</p> <p>Use of Question Level Analysis to clearly identify the gaps in learning of individual pupils, whole class and whole school</p>	<p>Maths Subject Leads to monitor the teaching &amp; learning, to ensure teachers are using 'Power Maths' effectively, following prescribed structure and content.</p> <p>Maths Subjects Leads to monitor PiXL and ensure teachers are using Question Level Analysis to identify gaps in pupils learning.</p> <p>Maths Subject Leads to monitor the effectiveness of Maths Therapies.</p> <p>Curriculum lead to monitor impact of school's creative curriculum</p> <p>SENCo and Key Stage lead to monitor impact of 'Talking progress', 1:1 PP reading and phonic intervention</p>	<p>SLT</p> <p>Subject Leads</p> <p>Teachers</p> <p>SENCo</p>	<p>July 2021</p>
<b>Total budgeted cost</b>					£90,000

<b>ii. 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>
Improved oral language skills in reception	1:1 intervention provided by specifically trained TA  Small group intervention focused in EYFS following program recommended by SALT – 'Talking Progress'	Identified that a high proportion of pupils enter school with lower than expected oral skills. EEF Toolkit shows + 5months progress for EYFS intervention and +5months for oral intervention. Commissioned program by SALT seen to be effective in other schools and raised attainment in literacy in subsequent years	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. continued analysis of each pupil on intervention, with consultation of SALT, making adaptations where necessary and follow-up of skills in class	SENCo Trained TA	July 2021
Improved progress and attainment for those pupils who are PP and with an identified SEND need, or those who have been identified as needing additional agency support	School to commission Thrive Occupational Therapy to attend school on a weekly basis and implement early identification and make recommendations 3 Weekly small group sessions Observation, assessment and recommendations made by OT to be followed up by class teacher and SENCo. OT to train school staff in delivery of interventions. School to commission need related agencies (such as educational psychology and Target Autism) to support identified pupils. Collaboration between agency, SENCO, parents and class teacher to deliver recommendations	Identified that a high proportion of pupils enter school with lower than expected motor planning, attention and listening skills. EEF Toolkit shows + 5months progress for EYFS intervention, +8 months progress for meta cognition and self-regulation (which will enhance by motor planning and concentration intervention) Identified CPD area for school and an area which create a barrier to learning throughout school	Follow-up of impact between class teachers and SENCo on regular basis. In class observation of pupils increased concentration and self-regulation skills. Further discussion with OT as needed. OT to attend school on weekly basis. SENCo and to monitor impact of outside agency support impact and support class teachers with implementation	SENCo	July 2021

<p>To improve combined ARE (RWM) KS2 to close the gap between 2018 outcomes and National.</p> <p>To improve progress and attainment in Maths across the school</p> <p>To improve progress and attainment in Reading, Writing and GPS across the school.</p> <p>To improve attainment for Pupil Premium boys in KS2 to be in line with Pupil Premium girls in all subjects</p>	<p>PiXL assessments to be implemented and Question Level Analysis to follow.</p> <p>Therapy groups to be identified and delivered by teachers and subject booster teachers</p> <p>'Talking progress' speech &amp; language programme to be rigorously delivered to EYFS</p> <p>Identified TA who works specifically with KS1 PP for additional 1:1 reading and phonic intervention</p>	<p>Use of research based assessment with Question level Analysis and specific therapies to address highlighted areas of need.</p> <p>Use of first quality teaching to deliver the therapies raises the quality of intervention</p> <p>Use of Question Level Analysis to clearly identify the gaps in learning of individual pupils</p>	<p>Subject leads and SENCo to monitor the implementation of Therapies and analyse the impact.</p> <p>Core groups for years 2 and 6 to take place on a weekly basis to discuss pupils not on track</p> <p>Core groups for Year 3-5 to take place each half term</p>	<p>Subject Leads SENCO SLT</p>	<p>July 2021</p>
<b>Total budgeted cost</b>					<p>£36, 000</p>
<b>iii. Other approaches</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>
<p>C. Improved emotional well-being, shown in greater levels of confidence and self-esteem.</p>	<p>Weekly small group intervention based around identified SEMH difficulty</p> <p>Non-class based full-time FSW and part time learning mentor to support individual families and pupils</p>	<p>33% of PP pupils have had or have level 2 or above social care involvement and as a result their emotional well-being is effective.</p> <p>Staff awareness of effective strategies to support these difficulties in class, will allow pupils to feel safe and successful in their learning environment.</p> <p>EEF toolkit shows +4 months progress for social and emotional intervention and +8 months progress for meta cognition and self-regulation</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Analysis of improvement in skills, which are transferred into the classroom, with ongoing/ new difficulties addressed.</p> <p>FSW to feedback to involved staff regarding social care updates and bests ways to support pupil.</p> <p>Regular DSL meetings</p>	<p>FSW Learning mentor</p>	<p>July 2021</p>
<p>Average attendance of PP pupils to be 96% or above</p>	<p>Attendance to be closely monitored and actioned quickly where necessary.</p> <p>Parenting contracts to but put in place for persistent non-attendance. Parents</p>	<p>High attendance rates means that there is greater chance of pupils reaching age related expectations.</p> <p>Poor attendance results in pupils</p>	<p>Attendance figures and systems to be monitored weekly by attendance officer and termly by headteacher and governors.</p>	<p>Attendance officer Headteacher Governors</p>	<p>July 2021</p>

	<p>whose children fall below 90% to be notified by letter. Pupils who have repeated lateness to be notified by letter and parent meeting held with attendance officer.</p> <p>Referral sent to EIP for persistent absence and holidays during term time,</p>	<p>missing key parts of the curriculum, creating gaps in learning and lower attainment.</p>	<p>Headteacher and governors to discuss the impact of procedures, make changes where necessary and support requested by EIP where necessary for individual cases</p>		
<p>Increased number of pupils eligible for PP attending extra-curricular clubs, residential and opportunities to widen their life experiences.</p>	<p>Pupils are allocated a funded space of 1 extra-curricular club and 1 musical instrument (if applicable). All residential and school trips to be funded.</p> <p>Year 5 to access the Saints Study Centre</p>	<p>Pupils who attend extra-curricular activities develop greater social and collaborative skills. This then impacts positively on collaboration in class and social skills with peers. These groups boost confidence and self-esteem. Pupils may not have opportunity to have these experiences without additional funding</p>	<p>Monitoring termly to ensure these opportunities are taken up by parents and pupils attend.</p>	<p>Pupil Premium Coordinator</p>	<p>July 2021</p>
<b>Total budgeted cost</b>					<p>£24,200</p>

Review of Pupil Premium Grant 2019/20		Number of pupils
Number of pupils eligible for PPG		90
Amount of PPG received for each pupil	£1,345	84
Amount of PPG received for each service pupil	£ 310	3
Amount of PPG received for each LAC or adopted pupil	£ 2,345	3
<b>TOTAL PPG received</b>	<b>£120, 945</b>	

Planned Support 2019/20	Impact of Support 2019/20
To improve phonics outcomes at the end of EYFS and KS1	Due to COVID-19 data is not available for end of academic Year 2020
To improve combined ARE (RWM) KS2 to close the gap between 2019 outcomes and National.	Due to COVID-19 data is not available for end of academic Year 2020
To improve progress and attainment in Maths across the school	Due to COVID-19 data is not available for end of academic Year 2020
To improve progress and attainment in Reading, Writing and GPS across the school.	Due to COVID-19 data is not available for end of academic Year 2020
To improve attainment for Pupil Premium boys in KS2 to be in line with Pupil Premium girls in all subjects	Due to COVID-19 data is not available for end of academic Year 2020
Improved emotional well-being, shown in greater levels of confidence and self-esteem.	Improved emotional health for most vulnerable pupils through play therapist. Improved social and emotional well-being for pupils and positive home school support. Extra-curricular clubs and Music tuition uptake by PP student is high- Supporting pupils talents and interests
Improved attendance for PP pupils. PP pupils to have an attendance of 95% or above	Due to COVID-19 data is not available for end of academic Year 2020