

Pupil premium strategy statement (primary)

1. Summary information					
School	Abington Vale Primary School				
Academic Year	2019-2020	Total PP budget	36,960	Date of most recent PP Review	July 2019
Total number of pupils	419	Number of pupils eligible for PP	33	Date for next internal review of this strategy	July 2020

2. Current attainment at KS2 (year 6) (16/58)		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for all pupils</i>
% achieving expected level in reading, writing and maths	64%	65%
% achieving expected level in reading	64%	73%
% achieving expected level in Writing	91%	78%
% achieving expected level in Maths	82%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading attainment especially highlighting and bridging the gaps in learning due to attendance, new to country, SEN needs of PP children
B.	Attendance
C.	Confidence and self esteem
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Significant % of pupils who are eligible for PP require a high level of additional pastoral support in order to access learning, including support through safeguarding.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality first teaching interventions in place. Inclusion team to have specific CPD to support needs of those PP children in relation to reading out loud, hearing stories and stamina of reading. Accelerated programme in place	End of KS1 and 2 data to demonstrate children who are eligible for PP make rapid progress and have attainment in line with national non PP children in reading.
B.	Attendance and punctuality. For children to be in school, on time every day	For attendance to be 96% or better. For children to be in school ready to learn at 8.40

C.	SDQ's used to identify children needing support. Develop higher levels of emotional wellbeing in those children	Children feel more self assured in learning and this can be seen on comparison of entry and exit SDQ results.
D.	<p>PP children and families to have access to appropriate support in order to access school and the curriculum. PP children and their families to have immediate support from the inclusion team to ensure that external barriers to learning are diminished by ensuring the child's voice is paramount.</p> <p>PP children will have access to a free school meal</p>	<p>Inclusion team to intervene and or signpost children and families to appropriate support. Improved attendance for children eligible to PP.</p> <p>Well-being for PP children is improved to support readiness to learn and good health. Reduction in recorded behaviour incidents.</p>

5. Planned expenditure 2019-2020

Academic year **36,960**

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?
<p>End of KS1 and 2 data to demonstrate children who are eligible for PP make rapid progress and have attainment in line with national non PP children in reading</p>	<p>Staff training on reading stamina, reading strategies, comprehension Staff training on vocabulary and up levelling Early identification by teachers including gap analysis and areas for development. Small group English work monitored closely to ensure progress is being made Basic gaps identified through gap analysis and CAPPs meetings and secured in order to develop further growth through quality first teaching and small intervention groups.</p>	<p>Swift identification and the involvement of all relevant stakeholders will enable barriers to learning to be identified and addressed. Small steps are identified. This additional resource allows for many of the effective principles of teaching that are evidence-based to be implemented more effectively including Feedback (+8 months) & Small Group Tuition (+4 months) and targeted regularly to enable children to make accelerated progress to meet their individual targets.</p>	<p>Regular monitoring of outcomes and interventions</p>	<p>JT</p>	<p>SLT and class teachers will review termly. Looking at data and evidence of learning in books</p> <p>Reading and phonics have been the focus since September to ensure stamina and comprehension strategies were firmly in place.</p>

Improved teacher CPD on delivering effective feedback. Coaching to be implemented to support quality first teaching	Staff training, staff questionnaires, children's questionnaires, lesson study, monitoring. Lesson study and paired teaching with staff.	Feedback has been evaluated as having a high effect of +8 months in the EEF	Learning walks, book looks, regular monitoring	LC/DJ/JT EW/LG	Termly reviews both with coaches and coachees. Successful coaching models were beginning to be implemented with identified teachers. Although cut short, the improvement of delivery of quality first teaching and quality feedback that had a purpose and improved outcomes, in these areas were beginning to be seen.
					Total: 1,500
ii. Targeted support					
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?

<p>Children feel more self-assured in learning and take part in focussed 1:1 /small group work in nurture provision. Children begin to regulate emotions and use emotional literacy to deal with everyday situations. PP children and families to have access to appropriate support in order to access school and the curriculum. PP children and their families to have immediate support from the inclusion team to ensure that external barriers to learning are diminished by ensuring the child's voice is paramount</p>	<p>Identified children to access emotional support through nurture group or on a 1:1 basis. Children to have access to support which includes family support where needed. Children to access 1:1 work or small group work involving lego therapy, drawing and talking and protective behaviours.</p>	<p>To build self-confidence and resilience in order for children to break down the barrier to their learning. To take part in pre and post teaching within lessons. Regular emotional well-being work will improve attitude to learning and enhance progress EEF research shows social and emotional interventions as having a moderate impact of +4 months a year To build self-confidence and resilience in order for children to break down the barrier to their learning.</p>	<p>Timetabled children's sessions Monitor well-being mentor work. Nurture group to run small sessions with clear beginning and end targets using SDQ's and Boxall Profile.</p>	<p>DJ</p>	<p>Regular weekly sessions with DJ and RW/JM to monitor children's progress – adjustments made as needed. Termly review of provision and outcomes.</p> <p>Nurture group successfully ran 4 mornings a week. The FSW saw additional children individually in the afternoons that had different needs that would not be met in a nurture group. SDQ's were implemented each term for the children in nurture. 82% of these children showed an improvement, with 55% being of a high level, meaning the children did not need the nurture provision daily and could access their learning in a class situation.</p> <p>25,510</p>
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<p>PP children to access aspirational activities and enriching activities outside of school that they may not have access to otherwise</p>	<p>A top 10 list of activities according to the national trust to be attended by PP children.</p> <p>Identified PP children to take part in team building / confidence (aspiration squad) and work within lessons with</p>	<p>In his report 'Natural Childhood', Stephen Moss comments on the 'Nature Deficit Disorder' and the effects this can have for mental and physical health in children. Research shows that children exposed to nature scored higher on concentration and self-discipline; improved their awareness, reasoning and observational skills; did better in reading, writing, maths, science and social studies; were better at working in teams; and showed improved behaviour overall. The EEF shows that being involved in outdoor adventure learning has an impact of +4 months</p>	<p>Close work with nurture team to ensure all children are having access to the top 10 list of activities.</p>	<p>DJ</p>	<p>Reviewed termly to see which children have attended activities.</p> <p>Only some of these activities took place as some activities were due to take place in the summer term and due to COVID they could not.</p> <p>1,000</p>
<p>Other approaches</p>					
<p>iii. Desired outcome</p>					
<p>Increased number of disadvantaged children attending extra-curricular clubs and attending residential trips.</p>	<p>PP vouchers given to each PP family. 150 pounds per year to be used for clubs, trips, uniform, extra curricular activities</p>	<p>Children who attend targeted extra-curricular clubs and/or play musical instruments build social capital that they are excluded from if they do not; they also achieve more highly academically</p>	<p>Monitoring to ensure children take up the voucher system</p>	<p>DJ/GW</p>	<p>Reviewed monthly to monitor spending. Review termly and children encouraged attend trips and clubs</p> <p>Voucher system worked extremely well giving children access to clubs and activities they may not have been able to access without. 61% accessed uniform 42% accessed school trips 21% accessed music lessons</p>

					4,950
To increase attendance for persistent absentees	FSW to monitor attendance and offer regular support and advice for parent and children to encourage attendance.	Good attendance improves well-being of children. Regular attendance improves progress	Monitor attendance. Vulnerable pupils absent sessions to be high-lighted daily to DJ/LC	LC/RW	Termly review of attendance – letters delivered according to the attendance policy and meetings held to discuss ways forward. 1,000
To ensure children get a well balanced and nutritional diet	FSM to eligible children, school milk, subsidised breakfast club if needed	A well balanced and nutritional diet improves well being and concentration. Breakfast club offers well balanced food and social skills for emotional development	Monitor children's attendance at breakfast club and school meal take up	LC/DJ//LTS	Monitored half termly by leadership. Weekly monitoring to ensure children are eating a well balanced lunch by LTS Children had access to FSM ensuring a balanced diet. 100% of children eligible for FSM had hot lunches 3,000
Total budgeted cost					36,960

