

Pupil premium strategy statement (primary)

1. Summary information					
School	Abington Vale Primary School				
Academic Year	2020-2021	Total PP budget	£55,000 PP £19,502 COVID carry forward	Date of most recent PP Review	July 2020
Total number of pupils	419	Number of pupils eligible for PP	47	Date for next internal review of this strategy	July 2021

2. Current attainment at KS2 (year 6) (6 out of 60)		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for all pupils</i>
% achieving expected level in reading, writing and maths	57%	%
% achieving expected level in reading	57%	%
% achieving expected level in Writing	57%	%
% achieving expected level in Maths	57%	%

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.	Confidence, self-esteem, mental well-being due to Covid linked to vocabulary and expression	
B.	Behaviour issues	
C.	Attendance	
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 in place to access PSHE programmes including Jigsaw and PB's in order to increase mental wellbeing and self-esteem so children are ready to access learning. Inclusion team to	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. For the SDQ's of those PP children to see an

	have specific CPD to support needs of those PP children in relation to using vocabulary and expression to discuss feelings and emotions. The teaching and use of this vocabulary to be seen in written work.	increase due to successful PSHE programmes. Access to nurture or 1:1 if appropriate.
B.	For behaviour not to become a barrier to learning. Less time dealing with behaviour issues, a decline in red and orange cards. Promotion of good behaviour and right choices being made result in progress being made academically.	A reduction in red and orange cards. Progress in reading, writing and maths made and broadly in line with non PP pupils. Well-being for PP children is improved to support readiness to learn and good health. Reduction in recorded behaviour incidents. Access to nurture or 1:1 if appropriate.
C.	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
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>Increased number of disadvantaged children attending extra-curricular clubs and attending residential trips.</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>Voucher system for all PP parents to access to support trips, clubs and access to uniform.</p> <p>All children eligible for FSM to have a hot school meal ensuring a well balanced diet.</p> <p>.</p>

5. Planned expenditure

Academic year **2020-2021**

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?
Quality first teaching in place to access PSHE programmes including Jigsaw and PB's in order to increase mental wellbeing and self-esteem so children are ready to access learning. Inclusion team to have specific CPD to support needs of those PP children in relation to using vocabulary and expression to discuss feelings and emotions. The teaching and use of this vocabulary to be seen in written work.	Jigsaw and PB's to be taught explicitly in whole class situations. It will also be necessary for 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.	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, added with a +5 months for oral language interventions. To build self-confidence and resilience in order for children to break down the barrier to their learning.	Whole class jigsaw and PB sessions. 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.	DJ/RW	Termly monitoring of Jigsaw and PB's within the classroom. Regular weekly sessions with DJ and RW/JM to monitor children's progress – adjustments made as needed. Termly review of provision and outcomes. Total: £28,224

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?
For behaviour not to become a barrier to learning. Less time dealing with behaviour issues, a decline in red and orange cards. Promotion of good behaviour and right	Bullying to Black belt programme introduced and followed for identified PP children to raise awareness of good behaviour, discipline and making right choices.	The EEF note that behaviour interventions seek to improve attainment by reducing challenging behaviour. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours with a progress of +3 months in a year.	Regular monitoring of programme, including staff feedback. Monitoring of behavioural incidents to observe difference before and after programme. Using the voice of the child to determine feelings and emotions around behaviour and self-esteem.	LC/DJ	Every half term to monitor impact of programme

choices being made result in progress being made academically.					Total £5,800
Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate targeted interventions.	<ul style="list-style-type: none"> •1:1 and small group intervention provided by additional TA who is allocated specifically to improving attainment and progress for children who are eligible for PP. •Educational Psychologist commissioned where identified 	Quality first teaching is key to accelerating progress. Studies show the impact of high quality teaching on PP pupils is high; the impact of poor-quality teaching particularly marked. Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home SR/JT/TM (SENCo, English and Maths) work closely with school leaders to ensure that strategies and methods support current national recommendations. Read Write Inc shows impact in enabling children to develop core reading skills. Power maths to show impact with mastery of maths.	<ul style="list-style-type: none"> •Termly 'Book Looks' by Senior Leadership •Termly Pupil Progress meetings Insight and provision tracker to monitor progress of interventions		Total £8,881 £15,738
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/CB/RW	Termly review of attendance – letters delivered according to the attendance policy and meetings held to discuss ways forward. Total £1,000 £1,000
Other approaches					
iii. Desired outcome					
Increased number of disadvantaged children attending extra-curricular clubs and attending residential trips. Identified children accessing technology in school and at home	PP vouchers given to each PP family. £200 pounds per year to be used for clubs, trips, uniform, extracurricular activities. Technology reviewed for identified in school and at home with regards to blended learning.	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	Monitoring to ensure children take up the voucher system	DJ/GW	Reviewed monthly to monitor spending. Review termly and children encouraged attend trips and clubs Total £7,330 £2,764

in light of remote learning.					
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 wellbeing 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 Total £3,765
Total budgeted cost					£55,000 £19,502

