



What are the most effective ways to support disadvantaged pupils' achievement?



Evidence for Excellence in Education

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

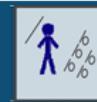
1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



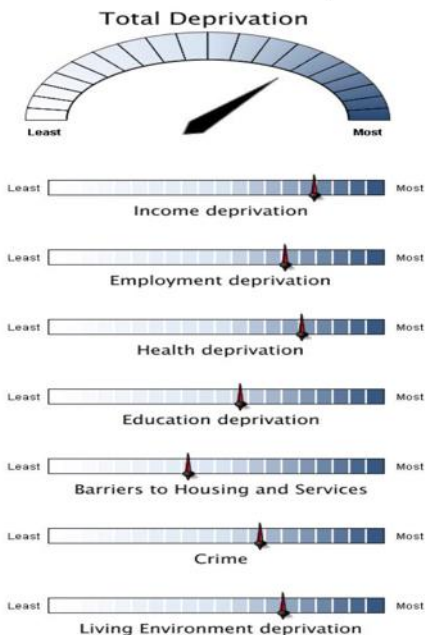
7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



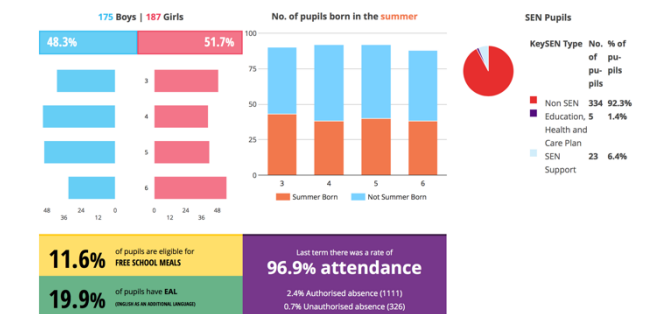
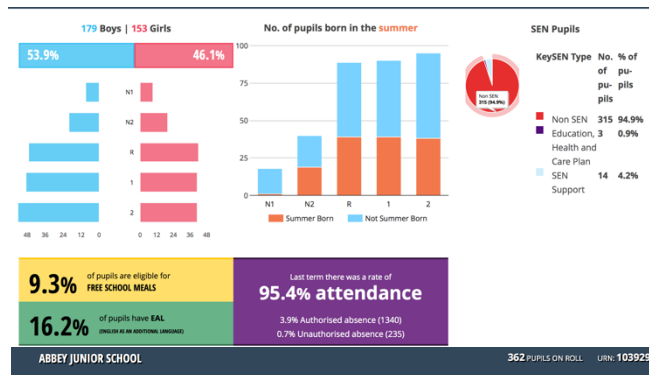
1. Summary information

School	The Federation of Abbey Infant & Junior School				
Academic Year	2020-21	Total PP budget	£50,160 (I) £97,980 (J)	Date of most recent PP strategy	Sep 2020
Total number of pupils	270(78 YN)(I) 361 (J)	Number of pupils eligible for PP	38 (I) 74 (J)	Date for next PP Strategy Review	Sep 2021

These data are taken from the Indices of Deprivation 2015



Sources: Department for Communities and Local Government



This school continues to be good.

Along with other school leaders, you have maintained the good quality of education in the school since the last inspection. In September 2014, you joined the school as executive headteacher. The school is in a federation with Abbey Junior School. Over the last three years, you have secured the confidence of governors, staff and parents. They agreed that you and your senior leadership team are determined to provide the very best learning opportunities for all your pupils. Parents are very supportive of the school and appreciate the nurturing environment provided by the staff. The great majority of parents would recommend the school to others. As one parent wrote, 'My child loves going to school, has made great progress and feels appreciated.'

Next steps for the school

Leaders and those responsible for governance should ensure that:

- developments with the school's curriculum continue to raise standards for all pupils while further preparing them for life outside of school
 - further actions are taken to maintain the current overall levels of attendance and ensure high attendance by vulnerable groups.
- Inspection dates: 11-12 December 2019

Outcome

Abbey Junior School continues to be a good school.

What is it like to attend this school?

Pupils love learning in this lively and happy school. They enjoy the way teachers make lessons fun. They often find work intriguing. They are positive about school. They behave well and have lovely manners.

Leaders are ambitious for pupils. Teachers and other staff work hard to make learning memorable. Everything in school is well organised. Teachers get on well with pupils. In most lessons, teachers make pupils think. This helps pupils achieve well.

Pupils enjoy fantastic opportunities inside and outside classrooms. They learn many of the skills they will need later in life. For example, they learn to cook healthy food and make an emergency call. They learn to work in a team. Most pupils discover new talents. They develop into rounded individuals by the time they leave school.

Pupils learn to manage their own feelings. This helps them to get on nicely with others. Any disagreements between pupils are sorted out quickly. Often, pupils sort out problems themselves. Bullying is rare. If it happens, teachers and other staff deal with it. Pupils' attendance is very good.

Nearly all parents and carers would recommend the school to others. A very small number believe that leaders could respond more to concerns they raise.

	No. of Pupil Enrolments	Authorised Absence %			% Unauthorised Absence			% Attendance			% Persistent Absence		
		School	School Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)
All Pupils	188	3.55	2.60	3.00	0.77	1.37	1.10	95.68	96.03	95.90	10.11	9.30	8.70
Gender													
Girls	94	3.57	2.50	3.00	0.55	1.42	1.10	95.89	96.08	95.90	10.64	9.19	8.40
Boys	94	3.53	2.69	3.10	0.99	1.33	1.10	95.48	95.96	95.80	9.57	9.40	9.00
FSM*													
Not Eligible for FSM	151	3.31	2.37	2.90	0.72	1.03	1.00	95.97	95.99	96.10	7.28	5.94	6.60
Eligible for FSM	26	4.90	3.29	4.10	1.10	2.28	2.20	94.00	94.43	93.70	23.08	16.48	19.20
Disadvant'd Pupil Premium	156	3.33	2.39	NA	0.71	1.03	NA	95.97	96.58	NA	8.33	6.09	NA
Not Deprivation Pupil Premium	21	5.14	3.00	NA	1.29	1.95	NA	93.57	95.05	NA	19.05	13.34	NA

	No. of Pupil Enrolments	Authorised Absence %			% Unauthorised Absence			% Attendance			% Persistent Absence		
		School	School Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	LA Cumulative (HT 1-5)
All Pupils	374	2.65	2.60	3.00	0.68	1.37	1.10	96.67	96.03	95.90	6.68	9.30	8.70
Gender													
Girls	174	2.64	2.50	3.00	0.55	1.42	1.10	96.81	96.08	95.90	5.75	9.19	8.40
Boys	200	2.66	2.69	3.10	0.78	1.33	1.10	96.56	95.98	95.80	7.50	9.40	9.00
FSM*													
Not Eligible for FSM	304	2.40	2.37	2.90	0.55	1.03	1.00	97.05	96.59	96.10	4.28	5.94	6.60
Eligible for FSM	54	4.06	3.29	4.10	1.01	2.28	2.20	94.94	94.43	93.70	12.96	16.48	19.20
Disadvant'd Pupil Premium	290	2.35	2.39	NA	0.63	1.03	NA	97.02	96.58	NA	4.83	6.09	NA
Not Deprivation Pupil Premium	68	3.91	3.00	NA	0.61	1.95	NA	95.49	95.05	NA	8.82	13.34	NA

Note: The academic year 2019-20 was disrupted due to the global pandemic of Covid-19. Full-time school ceased on March 20th. Consequently there is no end of key-stage information for any year group. The school's plan remains as detailed below. There was considerable evidence of the success of our strategy from the academic year 2018-19 (Detailed below) and this is the justification for continuing. Leaders have also added a section to the regular quality assurance through 'pupil progress' that details the steps taken as a 'catch-up curriculum for all' that complements this plan.

2. Current attainment

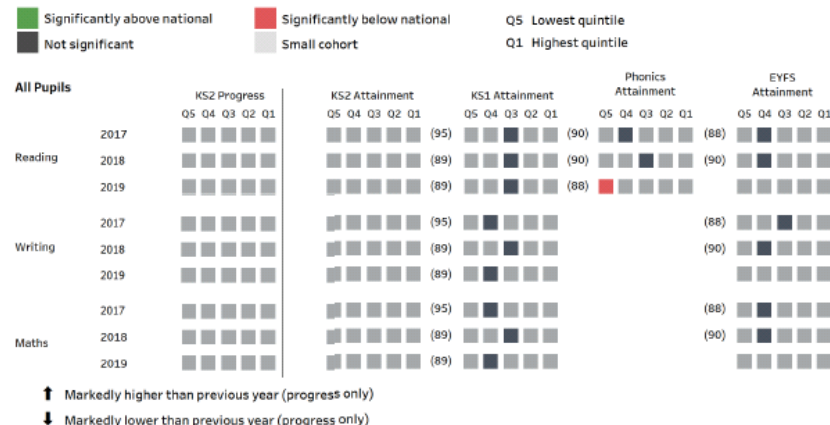
School summary data for previous academic year (17-18)												Pupils eligible for PP (your school)						National Pupils not eligible for PP (national average 2018 unvalidated- figures)					
At KS2 % achieving EXS or above in reading, writing & maths 76%												58% (-4 pupil)						70%					
												R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma
At KS2 % achieving EXS or above: R 83 %; Wr 89 %; Ma 89 %												63% (-3 pupil)	83% (-1 Pupil)	83% (-1 Pupil)	80%	83%	81%						
At KS2 % achieving higher standard in reading, writing & maths 17%												8 % (-2 pupil)						12%					
												R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma
At KS2 % achieving higher standard: R 36 %; Wr 31 %; Ma 34 %												18% (-4 pupil)	21 % (-2 pupil)	21% (-3 pupil)	32%	23%	28%						
At KS1 % achieving EXS or above reading, writing & maths 64 % (9 % GDS)												47% (-3 pupil difference to national) 13% GDS (0 pupil difference to national)						65% (12% GDS)					
												R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma
At KS1 % achieving EXS or above: 78 % (22 % GDS); Wr 67 % (16 % GDS); Ma 73 % (18 % GDS)												60% (-3 pupil)	40% (-5 pupil)	50% (-5 pupil)	76%	70%	76%						
At Y1 Phonic screen % achieving standard 72 % 94% by the end of Year 2 (Migration in 18-19 affected outcomes)												53 % (-5 pupil difference to national) 94% by the end of Y2 (2018-19)						85% 94 % by the end of Y2					
EYFS achieving GLD 70 %												50 % (-2 pupil difference to national)						74%					
Other Year groups % on-track for ARE against the school's curriculum												Other Year groups % on-track for PP ARE against the school's curriculum											
Y1			Y3			Y4			Y5			Y1			Y3			Y4			Y5		
R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma
75	72	80	83	86	81	83	80	81	79	73	74	50	47	44	74	79	58	85	62	77	52	41	52

Current PROGRESS – most recent end of key-stage information from 2018-19

School summary data for previous academic year 2018-19																		Pupils eligible for PP (your school) Unvalidated						Pupils not eligible for PP (national average unvalidated 2018)																	
KS2 Overall progress score in Reading, Writing, Maths R +1.58; Wr +1.77; Ma +1.63																		R	Wr	Ma	R	Wr	Ma																		
																		+0.17	+1.78	+1.42	+0.3	+0.2	+0.3																		
KS2 Average scaled score in reading, maths and GPS R 106.5; Ma 107.2; GPS 106.9																		R	Ma	GPS	R	Ma	GPS																		
																		103.9	106	105	106	104	107																		
Other Year groups % making good or better progress against the school's curriculum & assessment																		School's PP children																							
EYFS			1			2			3			4			5			EYFS			1			2			3			4			5								
R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma	R	Wr	Ma
89	76	93	82	87	86	88	86	92	94	91	92	89	94	96	93	96	94	75	91	92	61	78	70	78	78	83	89	89	74	90	92	92	82	89	86						

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance



Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance



3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	<p>In EYFS, CLL aspects are low for some children: T4W and Early Literacy focus through targeted support. In EYFS: A growing number of children entering school with no pre-school experience and little/no involvement from school nurse/early years external team (ref: failing in Sandwell for LCSB and new (Oct'16 & Feb'19 completed) Trust arrangement</p>
B.	<p>PSHE and children's preparedness for learning affects a small but significant group. The use of Boxall profile, specialist Educational Psychologist support along with local cluster based mental-health programmes To support along with targeted family support through 'Early help' and schools trained LSP</p>
C.	<p>Maths at KS1 addressed through the concrete practical apparatus use linked to our maths methods scheme – mastery material Reading through the use of comprehension, Project X, Talisman and BRP to ensure the proportion attaining R+WR+MA EXS + rises.</p>
<p>External barriers (issues which also require action outside school, such as low attendance rates)</p>	
D.	<p>Attendance of FSM is lower than the main cohort group. This figure is significantly skewed due to some additional health needs of a small minority. Nevertheless, attendance lead continues To support and challenge families so that attendance rises.</p>

4. Outcomes (Desired outcomes and how they will be measured)

Success criteria

	4. Outcomes (Desired outcomes and how they will be measured)	Success criteria
A.	<p>To raise the % of PP attaining the expected standard by 10% in R, Wr & Ma at the end of EYFS (GLD) and KS1 & 2.</p>	<p>Diminishing difference between the national non-PP group the Abbey PP children. Increase in % achieving ARE by 10% at all end of key stages.</p>
B.	<p>To ensure that 90% of PP children make good and 35% make better progress against the school's curriculum.</p>	<p>90% of PP group in each year group make 4+ steps 35% make 5+ steps progress</p>
C.	<p>To increase the proportion of PP children who are more-able by 10% in each year group</p>	<p>10% of the PP group move from being their current attainment band into the band above e.g. from MA to HA.</p>
D.		

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 – STRATEGIES IN ADDITION TO HIGH QUALITY 1ST TEACHING.

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 raise the % of PP attaining the expected standard by 10% in R, WR & MA at the end of KS1 & 2	Effective use of provision mapping to ensure a close match to learners' needs and the targeted support.	Provision mapping underpins the intervention across the school. Ensuring that the programmes are delivered well with rigorous assessment ensures effective VFM.	Quality assurance by direct observation. Provision maps and phase action plans. SMT feedback	AHT x 5	Through end of termly pupil progress reviews
	CPD for all LSP on effective intervention delivery	Evaluation of small-group literacy and maths intervention programmes delivered by well-trained and supported TAs working closely with the class teacher has demonstrated significant impact on children's progress.	Quality assurance by direct observation. Provision maps and phase action plans. SMT feedback	AHT x 5	Through end of termly pupil progress reviews
Total budgeted cost 1 day release x 5 x 40 weeks = £35,000					

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?
To ensure that 90% of pupil premium children make accelerated progress	Communication and Language – EEF EYFS Toolkit	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Abbey this appears through the use of Welcomme Screening, ELKLAN and Talk for Writing along with an added use of effective talking strategies through the curriculum and SALT programmes.	Quality assurance by direct observation. Provision maps and phase action plans. SMT feedback	AHT x 5	Through end of termly pupil progress reviews

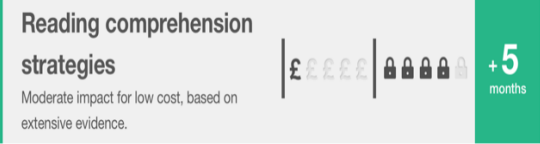
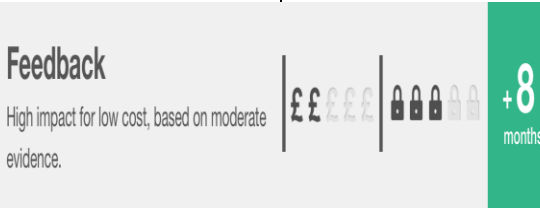
Oral language interventions

Moderate impact for low cost, based on extensive evidence.

£ £ £ £ £



+5 months

<p>Reading comprehension strategies</p> <p>Moderate impact for low cost, based on extensive evidence.</p> 	<p>Early Literacy -EEF EYFS Toolkit</p>	<p>Early literacy approaches aim to improve young children’s skills, knowledge or understanding related to reading or writing. Common approaches include: storytelling and group reading, activities that aim to develop letter knowledge, knowledge of sounds and early phonics, or introductions to different kinds of writing.</p> <p>At Abbey this appears through the use and application of the ‘Catch up Reading’ and ‘Better Reading Partners’ (BRP) programmes.</p>	<p>Quality assurance by direct observation. Provision maps and phase action plans. SMT feedback</p>	<p>AHT x 5</p>	<p>Through end of termly pupil progress reviews</p>
	<p>Early Numeracy -EEF EYFS Toolkit</p>	<p>Early numeracy approaches aim to develop number skills and improve young children’s knowledge and understanding of early mathematical concepts. Activities in this area might be structured, for example through programmes designed to develop children’s ‘number sense’ (their developing understanding of quantity and number), or more informal, such as using mathematical games or computer games (see also Digital technology), or pretend activities involving counting.</p>	<p>Quality assurance by direct observation. Provision maps and phase action plans. SMT feedback</p>	<p>AHT x 5</p>	<p>Through end of termly pupil progress reviews</p>
<p>Feedback</p> <p>High impact for low cost, based on moderate evidence.</p> 	<p>Feedback EEF Toolkit</p>	<p>In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.</p> <p>At Abbey this appears through the application of our developmental marking and feedback policy and predominately appears in English and Mathematics.</p>	<p>Quality assurance by direct observation. Provision maps and phase action plans. SMT feedback</p>	<p>AHT x 5</p>	<p>Through end of termly pupil progress reviews</p>

	Meta cognition and Self-regulation EEF Toolkit	Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. At Abbey this takes the format of CTG marking and peer/self-assessment along with the 'soft-skills'	Quality assurance by direct observation. Provision maps and phase action plans. SMT feedback	AHT x 5	Through end of termly pupil progress reviews
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Total budgeted cost 8 FTE LSP to deliver targeted interventions across the school = > the allocated PP total £50,160 (I) £97,980 (J)

iii. Other approaches

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 increase the % of PP children who are more-able within each year group by 10%	Whole school performance management	Clearly articulated whole school aims, supported by CPD, are effective in raising standards.	The performance management process	AHT x 5	Pupil progress and PM cycle.
To ensure that children are emotionally ready to learn.	At Abbey this can be seen through the consistent application of the behaviour management strategy, individualised programmes supported by Inclusion Support and the pastoral team in 'The Bank' in KS2 and 'The rainbow room' in KS1 Further examples to be seen include 'Fun Fit', 'Write Dance', 'Chirpy and Dance', 'manage my chimp', 'emotion coaching'	Three broad categories of interventions can be identified: 1. Universal programmes which seek to improve behaviour and generally take place in the classroom; 2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems; 3. School level approaches to developing a positive school ethos or improving discipline which also aim to support greater engagement in learning.	Pastoral records and behaviour logs	JS	Termly

Social and emotional learning

Moderate impact for very low cost, based on extensive evidence.

£ £ £ £ £ | 🔒 🔒 🔒 🔒 🔒 + 4 months

Total budgeted cost

6. Review of expenditure				
Previous Academic Year 2018-19		This section refers to the 18-19 review as there is no assessment information for 19-20.		
i. Quality of teaching for all				
Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learned (and whether you will continue with this approach)	Cost
To raise the % of PP attaining the expected standard by 10% in R, WR & MA at the end	<p>Yes, at KS2, for Ma & Wr where PP are within 1 pupil of the school. Reading % at ARE dropped with 4 children at a SS of 99. GDS PP remains strong at R 18%, Wr 21%, Ma 21%</p>		<p>Continued Performance management target support whole school progress to raise attainment. Continue. Mindful to avoid one-year data fluctuations detracting from 'big picture'. Volatility in AOE of EYFS means that this group's needs will change Added to the placement pressure where numbers fluctuate.</p>	£85,000
	<p>Provision mapping is effective at supporting pupils and ensures VFM for support staff whose salary is covered, in part, by PP funding. See intervention analysis for additional detail.</p>			
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that 90% of pupil premium children make accelerated progress	High quality intervention	<p>Yes – there is broad parity across the school with (on average) 85% + making good or better progress. KS2 progress for R, WR & Ma has now increased to + figures. The S8 inspection Oct 2017 evaluated PP pupils in KS1 make good progress.</p>	<p>Y1 (new Y2) & Y2 (new Y3) remain needing additional intervention linked to SEMHS. BRP to replace all reading interventions due to exemplary impact. Approach to continue.</p>	£100,000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase the % of PP children who are more-able within each year group by 10%	In-class PM target	<p>Yes – whilst there are is some Variability across year groups, e has been a year on year increase. . This has been evaluated well also Through performance management. e.g. Y6 2018-19 raised GDS PP by 8% from predicted 0</p>	<p>Partially – PP GDS will remain a focus to maintain at the GDS % and accelerate a targeted group to move a prior attainment band by the end of the key-stage longitudinal data success. Continue</p>	£0

<p>To ensure that children are emotionally ready to learn.</p>	<p>SEMHS programme</p>	<p>SEMHS still presents a challenge for some PP pupils. Targeted support, Early help, specialist counselling, PPE, Boxall Profile, Emotion Coaching. In-house safeguarding Team and Inclusion support have all Been in place, including CAMHS.</p>	<p>Additional LTS SEMHS work to support. SEMHS in unstructured time. Ready, Steady, Go, Emotion Coaching.</p>	<p>£40,000</p>
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Note: Costs exceed the PP funding and represents a further investment.