

Abbey Pupil premium strategy statement






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

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 proactively to poor attendance and provide extensive 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, maintaining 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 direct support for pupils with special needs.
- 5. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underachievement quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.
- 6. Deploying staff effectively:** Schools delegate responsibility to front-line staff, use their best teachers to work with pupils who need the most support and have learning experts to support pupils' learning.
- 7. Clear, responsive leadership:** Senior leaders set very high 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.

School overview

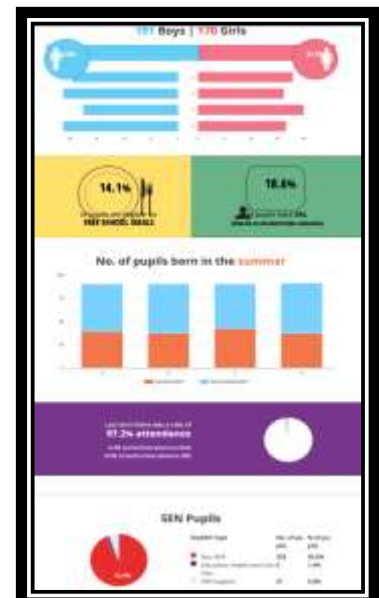
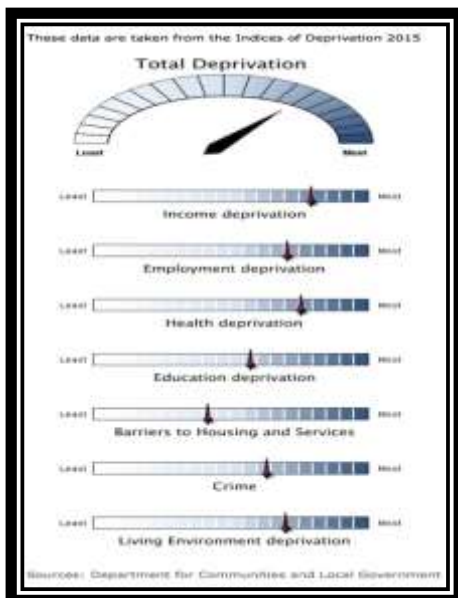
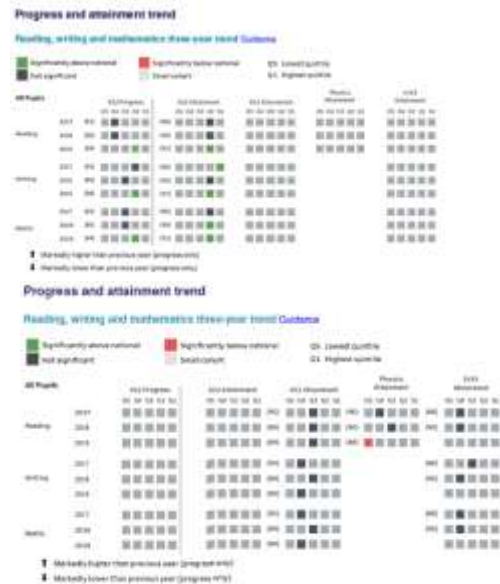
Metric	Data
School name	The Federation of Abbey Infant & Junior Schools
Pupils in school	76 (J); 48 (I)
Proportion of disadvantaged pupils	21% (J); 18% (I)
Pupil premium allocation this academic year	£64,560 (I) £102,220 (J) 2021-22
Academic year or years covered by statement	Review of 2020-21 and plan for 2021-22
Publish date	01/09/2021
Review date	31/08/2022
Statement authorised by	Dr R Kentish
Pupil premium lead	Dr R Kentish
Governor lead	Pupil & Curriculum committee; FGB information
<p>Note: The academic year 2019-20 & 20-21 was disrupted due to the global pandemic of Covid-19. Full-time school ceased on March 20th. Consequently, there is no published end of year attainment/progress information. 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.</p>	

Disadvantaged pupil progress scores for last (published) academic year

Measure	Score
Reading	+0.17 (national -0.62)
Writing	+1.78 (national -0.50)
Maths	+1.42 (national -0.71)

Disadvantaged pupil performance overview for last academic year

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	23	2786	447476
Progress score in reading (confidence interval)	0.1 (-2.4 to 2.7)	0.2 (0.4 to 0.0)	0.3 (0 to 0)
Progress score in writing (confidence interval)	1.7 (-0.7 to 4.1)	0.9 (0.7 to 1.2)	0.2 (0 to 0)
Progress score in maths (confidence interval)	1.4 (-0.9 to 3.6)	1.1 (0.9 to 1.3)	0.4 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	57%	70%	71%
Percentage of pupils achieving a high standard in reading, writing and maths	4%	12%	13%
Average score in reading	104	105	105
Average score in maths	106	106	106



Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	60% KS2; 56% KS1
Achieving high standard at KS2	10% KS2; 13% KS1
Measure	Activity
To raise the % of PP attaining the expected standard by 10% in R, Wr & Ma at the end of EYFS (GLD) and KS1 & 2.	Diminishing difference between the national non-PP group and the Abbey PP children. Increase in % achieving ARE by 10% at all end of key stages
To ensure that 90% of PP children make good and 35% make better progress against the school's curriculum.	90% of PP group in each year group make good progress from starting points; 35% make accelerated progress as measured against the school's curriculum
To increase the proportion of PP children who are more-able by 10% in each year group	10% of the PP group move from being their current attainment band into the band above e.g. from MA to HA
Barriers to learning these priorities address	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
To ensure that children are emotionally ready to learn.	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 For some children individual programmes such as 'Lego Therapy' & 'Building Blox'
To raise the % of PP attaining the expected standard by 10% in R, Wr & Ma at the end of EYFS (GLD) and KS1 & 2.	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. An additional investment in time for phonic teaching YR-Y2 for the next academic year.
Attendance of FSM is lower than the main cohort group.	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.
Projected spending	Total budgeted cost 8 FTE LSP to deliver targeted interventions across the school = > the allocated PP total £50,160 (I) £97,980 (J)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in EYFS	Close the gap in attainment between disadvantaged and non-disadvantaged pupils following the autumn 2021 baseline.	July 2022
Progress in Reading	Achieve national average progress scores in KS2 Reading of at least (0)*	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing of at least (0)*	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics of at least (0)*	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022
	*With two missed years of end of key-stage statutory assessments it is difficult to project a SMART target.	
Other	Improve attendance of disadvantaged pupils to school average (96.5%)	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Progress in EYFS and 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>[EEF reference] 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>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</p>

	computer games (see also Digital technology), or pretend activities involving counting.
Effective teaching and use of metacognitive strategies to accelerate progress for all.	<p>[EEF reference] 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 & INSET 2021-22 focussed on the link between meta-cognition and teachers’ use of our ‘steps to success’.</p> <p>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 style marking and peer/self-assessment along with the ‘soft-skills’.</p>
To raise the % of PP attaining the expected standard by 10% in R, WR & MA at the end of KS1 & 2	<p>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.</p> <p>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.</p>
Barriers to learning these priorities address	CPD for all LSP on effective intervention delivery. Structured PDM throughout 2021-22 to compensate for lost time in lockdown.
Projected spending	Total budgeted cost 8 FTE LSP to deliver targeted interventions across the school = > the allocated PP total £50,160 (I) £97,980 (J)

Wider strategies for current academic year

Measure	Activity
To ensure that children are emotionally ready to learn.	<p>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 retreat” in KS2 and ‘The rainbow room’ in KS1 Further examples to be seen include ‘Fun Fit’, ‘Write Dance’, ‘Chirpy and bounce’, ‘Manage My Chimp’, ‘emotion coaching’</p> <p>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</p>

	positive school ethos or improving discipline which also aim to support greater engagement in learning.
Barriers to learning these priorities address	CPD for all LSP on effective intervention delivery. Structured PDM throughout 2021-22 to compensate for lost time in lockdown.
Projected spending	Total budgeted cost 8 FTE LSP to deliver targeted interventions across the school = > the allocated PP total £50,160 (I) £97,980 (J)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	All subjects will have a proportion of 'catch-up' and lost Covid-19 learning. Ensuring quality, broad and balanced against the desire to return pupils to pre-covid-19 trajectory will cause some degree of 'timetable competition'.	Ensure that timetables remain broad and balanced through the regular QA processes in school. Sensible and courageous leadership decisions about the taught programme.
Targeted support	CPD for all LSP on effective intervention delivery. Structured PDM throughout 2021-22 to compensate for lost time in lockdown.	Structured CPD throughout directed time and additional EYFS DM framework support.
Wider strategies	Attendance for all pupils post Covid-19 restrictions reduce learning opportunities.	Enhanced office capacity to provide challenge and support to families to attend well and regularly.

Review: last year's aims and outcomes



1. 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 or 20-21		
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
Raise the % of PP attaining the expected standard by 10% in R, WR & MA at the end	at KS2, for Ma & Wr where PP are within 1 pupil of the school.	Continued Performance management target support whole school progress to raise attainment. Continue. Mindful to avoid one-year data fluctuations detracting from 'big picture'.	£85,000
	Reading % at ARE dropped with 4 children at a SS of 99. GDS PP remains strong at R 18%, Wr 21%, Ma 21%		

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	High quality intervention	Yes – there is broad parity across the school with (on average) 85% + making good or better progress.	Y1 (new Y2) & Y2 (new Y3) remain needing additional intervention linked to SEMHS.	£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	In-class PM target	Yes – whilst there are is some Variability across year groups, there has been a year on year increase. This has been evaluated well also	Partially – PP GDS will remain a focus to maintain at the GDS % and accelerate targeted group to move a prior attainment band by the end of the key-stage	£0
To ensure that children are emotionally ready to learn.	SEMHS programme	SEMHS still presents a challenge for some PP pupils. Targeted support, Early help, specialist counselling, PPE, Boxall Profile, Emotion Coaching.	Additional LTS SEMHS work to support. SEMHS in unstructured time. Ready, Steady, Go, Emotion Coaching.	£40,000

Note: Costs exceed the PP funding and represents a further investment.