

## The Abbey CE VA Primary School Pupil Premium Strategy

Abbey School will review the Pupil Premium strategy annually.

**Review date:** July 2018  
**Last reviewed:** January 2018  
**Next review:** July 2019

The Government introduced new funding arrangements for schools in 2011. One of the key changes has been the introduction of the Pupil Premium funding, which is linked to the number of pupils within the school who are eligible for free school meals.

Although the funding is allocated each financial year, Abbey School must publish online details referring to the academic year. Over time, disadvantaged pupils have made at least good progress. In 2014 in particular, the school's outcomes for these pupils were significantly better than the national, as reflected in the letter of congratulation from David Lawes MP when 100% of Year 6 Pupil Premium children reached Level 5 in all areas.

Details of the amount of Pupil Premium funding our school received and our strategy for the allocated funds can be seen below.

- **2018-2019 financial year £13,500 allocated**
- **2017-2018 financial year £13,780 allocated**
- **2016-2017 financial year £12,460 allocated**
- **2015-2016 financial year £15,840 allocated**
- **2014-2015 financial year £14,300 allocated**
- **2013-2014 financial year £15,248 allocated**
- **2012-2013 financial year £ 6,600 allocated**
- **2011-2012 financial year £ 2,580 allocated**

### **Main barriers to educational achievement faced by eligible pupils**

Abbey School has very small numbers of Pupil Premium children, also known as disadvantaged pupils, in each cohort, which has resulted in variations in the provision to diminish the difference and the attainment of these pupils year on year.

### **2017-2018 Academic Year**

In the current academic year **2017-2018** 0.5% of pupils (1 pupil) in the Abbey School qualify for free school meals (FSM) and 3.8% (8 pupils) have received free school meals in the previous 6 years (Ever 6). Totaling 9 Pupil Premium children from Year 6-Year 1.

### **Main Barriers**

- Handwriting illegible
- Low confidence in maths
- Reading and writing attainment below age related expectation
- Low self esteem
- Family breakdown

### **Academic year 2017-2018 allocation spend to overcome the barriers**

**£13,780** has been allocated to the staffing budget. Year 6 pupils are supported in English and Maths differentiated Booster groups two mornings per week from January-May each year allowing the class to be split into four ability groups by employing an additional teacher and an additional Teaching Assistant to work alongside the class teacher and Year 6 Teaching Assistant.

For children in other year groups, one to one or small group interventions each week is delivered for identified children in English or Maths by a Teacher or by a Teaching Assistant. For some pupils with a presenting need, 6-10 sessions with the school counselor have been provided.

### **Reasons for the approach**

The Pupil Premium funding planning has been made in line with our school development plan, which outlines our commitment to vulnerable learners. This intervention has, and continues to ensure that, children receiving grant funding under the pupil premium scheme will reach their full potential, making at least expected progress, and in many cases exceeding targets set.

Quality First Teaching remains our priority. Interventions delivered by Teaching Assistants consolidate or pre teach concepts without children missing the quality first teaching provided by the class teacher.

Counselling has been provided by an external counselling service where specialist skills have been needed to support children through times of crisis. Sessions run weekly for 6-10 weeks.

### **How we will measure the effect of the pupil premium**

Interventions are closely monitored by the headteacher and SENCO to measure impact at the end of each term. This assessment data will be recorded on AM7 and internal intervention tracking grids.

## **2016-2017 Academic Year**

In the academic year **2016-2017** 1% (2 children) in the Abbey School received free school meals and 4.28% (9 pupils) received free school meals in the previous 6 years (Ever 6).

### **Academic year 2016-2017 allocation spend**

**£12,460** was allocated to the staffing budget to ensure Year 6 pupils were supported in English and Maths Booster groups two mornings per week from January-May each year allowing the class to be split into 3 ability groups by employing an additional Teaching Assistant to work alongside the class teacher and Year 6 Teaching Assistant.

For children in other year groups, one to one or small group tuition each week was delivered for identified children in English or Maths by a Teaching Assistant. For some pupils with a presenting need, 6-10 sessions with the school counselor were provided.

### **The effect of the expenditure on eligible pupils**

All interventions are closely monitored by the headteacher and SENCO to measure impact. At the end of the summer term 2017, attainment in the phonics screening check in Year 1 was well above the national average in 2017, with 93% of pupils meeting the expected standard. In 2018, this was surpassed with 96% of pupils meeting the expected standard. This reflects a continued upward trend in this area over time, with attainment above the national average for the past three years. There were no disadvantaged pupils in Year 1 in 2017 but there was 1 FSM pupil in 2018 who reached the required standard. The cumulative proportion of pupils achieving the expected standard in phonics by the end of KS1, which was well above the national average in 2016 at 97%, rose to 100% in 2017. This included 100% of disadvantaged pupils.

### **End of KS1**

Attainment in 2017 was above the national average overall in reading, writing and maths, showing improvement in comparison to 2016 and reflecting a positive impact of the school's priority to improve outcomes at the end of KS1 in the 2016-2017 school year. This was a significant achievement, given the high proportion of in-year admissions.

Higher than average proportions of pupils were working at greater depth by the end of KS1 in reading, with 43% doing so, while the proportions doing so in writing and maths were broadly in line with the national average. This shows an upward trend since new assessments were introduced in 2016. Over time, outcomes were above and in many years significantly above the national average in all areas at the end of KS1.

There was one disadvantaged pupil in this cohort in 2017, who met the expected standard in reading, writing and maths. The progress of this disadvantaged pupil was also good, with 100% making minimum sufficient progress in writing and 100% good progress in reading and maths.

### **End of KS2**

Attainment at the end of KS2 rose sharply in 2017 to be well above the national average, with 80% of pupils meeting or exceeding the expected standard in reading, writing and maths. The proportion of pupils working at greater depth in all three areas was significantly higher than the national average at 27%. Attainment by scaled score in both reading and maths was well above the most recent national average at 110 in both areas.

There was one disadvantaged pupil in 2017, who met the expected standard in reading and writing, but narrowly missed the threshold in maths with a scaled score of 99. The one disadvantaged pupil in year 6 made very strong progress in reading and writing and good progress in maths to the end of KS2 in 2017.