

The Abbey CE VA Primary School Pupil Premium Strategy

Abbey School will review the Pupil Premium strategy annually.

Review date: February 2019
Last reviewed: July 2018
Next review: February 2020

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. 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**

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.

2018-2019 Academic Year

In the current academic year **2018-2019** 1.9% of pupils (4 pupil) in the Abbey School qualify for free school meals (FSM) and 2.3% (5 pupils) received free school meals in the previous 6 years (Ever 6). Totaling 9 Pupil Premium children = 4.3%.

Main Barriers

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

Academic year 2018-2019 allocation spend to overcome the barriers

£13,500 was allocated to the staffing budget. Year 6 pupils are supported in English and Maths differentiated Booster groups three 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 Teaching Assistant. For some pupils with a presenting need, 6-10 sessions with the school counselor have been provided. Some Pupil Premium children have been supported with costs of extra curricular activities, music fees and Year 6 School Journey costs.

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. The aim with the counselling and financial support of extra curricular activities is to develop self esteem and resilience.

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.

The effect of the expenditure on eligible pupils from 2017-2018

End of Early Years Foundation Stage (EYFS)

The proportion of children who achieved a good level of development (GLD) at the end of the EYFS has been above the national average for two of the past three years. The proportion of children who achieved a GLD at the end of 2018, was above the national average. The one disadvantaged pupil in the cohort did not achieve a GLD, but met the expected standard in all areas of learning with the exception of literacy.

End of Year 1

The proportion of pupils who met the expected standard in the Year 1 phonics screening check has been well above the national average over the past three years. In 2018 it was much higher than average at 97%. The school received a letter of congratulations from the Minister of State for Schools in celebration of this very high outcome. The average mark, at 38/40, was much higher than the national average, indicating consistently high standards in this area of the curriculum. The one disadvantaged pupil in the cohort met the standard.

End of Key Stage 1

The proportion of pupils who attained the expected standard in reading, writing and maths at the end of Key Stage 1 has been above the national and Hertfordshire average over the past two years. The proportions working at greater depth in reading, writing and maths have also been above the national and Herts average for the past two years. The proportion

working at greater depth in writing, in particular, rose sharply in 2018 to be well above both the LA and national averages. The proportion working at greater depth in maths also rose in 2018 to be above the national average and in line with the LA average.

There were no disadvantaged pupils in this cohort in 2018. There was one disadvantaged pupil in the 2017 cohort. This child 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 Key Stage 2

Three-year average data shows that attainment at the expected standard in reading, writing and maths has been above the national and LA average over time at 68.89% . The three-year average for pupils working at a high standard/greater depth/ in reading, writing and maths combined, at 15.56%, was well above the national average and LA average, reflecting positive attainment for higher achieving pupils. This pattern of high attainment over time is also supported by average scaled scores that have been well above the national and LA averages at 108.49 in reading and 105.97 in maths over the past three years.

Progress in reading has been positive in each of the past three years, being above average in 2016 and well above average in 2017. Progress in writing has been average for two of the past three years, though this fell to be well below the national average in 2018

Progress in maths has been average for two of the past three years and was above average in 2017. In 2018, the proportion of pupils who achieved the expected standard or a high standard in reading remained above the national average. While the proportions of pupils working at a high standard in reading and maths fell in comparison to 2017, remained above the national average in 2018.

Progress for disadvantaged pupils in reading in 2018, at +2.04, was above that of the cohort as a whole, indicating that gaps have narrowed in this area.

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 Key Stage 2 in 2017.

2017-2018 Academic Year

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

Main Barriers

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- Low self esteem

- Family breakdown

Academic year 2017-2018 allocation spend to overcome the barriers

£13,780 was allocated to the staffing budget. Year 6 pupils were 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.

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