

Update: A longer term Pupil Premium Strategy

From September 2019, schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider **a multi-year strategy – such as one covering a 3 year period – for pupil premium use**, with light touch annual reviews that will continue to form the school's pupil premium statement.

This will help school leaders to:

- **Take a longer view of the support the grant will provide**
- **Align their plan with the wider school improvement strategy**

Doing this will give schools greater certainty when planning their:

- **Expenditure**
- **Recruitment**
- **Teaching practice**
- **Staff development**

We have adopted The Teaching Schools Council template to present our Pupil Premium strategy.

Pupil premium strategy statement

School overview

| Metric | Data |
|---|---------------------------------|
| School name | Abbott Community Primary School |
| Pupils in school | 238 |
| Proportion of disadvantaged pupils | 113 (47%) |
| Pupil premium allocation this academic year | £138,981.00 |
| Academic year or years covered by statement | 2019-22 |
| Publish date | 11 th November 2019 |
| Review date | 11 th October 2020 |
| Statement authorised by | Zarina Aliouche |
| Pupil premium lead | Phillippa Wilson |
| Governor lead | Andrew Stavordale |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|--------------------------------------|
| Reading | 0.28 (other pupils in school= 1.59) |
| Writing | -0.64 (other pupils in school= 0.83) |
| Maths | 2.66 (other pupils in school= 4.34) |

Disadvantaged pupil performance overview for last academic year

| Measure | Score | | | | |
|----------------------------------|--------------|----------------------|--------------------------|-----------------------------|-------------------------|
| Meeting expected standard at KS2 | Area | Disadvantaged School | Disadvantaged Nationally | All other Pupils Nationally | <u>National Average</u> |
| | Reading | 75% | 62% | 78% | <u>73%</u> |
| | Writing | 70% | 68% | 83% | <u>78%</u> |
| | Maths | 80% | 67% | 84% | <u>79%</u> |
| | RWM Combined | 60% | 51% | 71% | <u>65%</u> |
| Achieving high standard at KS2 | Area | Disadvantaged School | Disadvantaged Nationally | All other Pupils Nationally | <u>National Average</u> |
| | Reading | 10% | 17% | 31% | <u>27%</u> |
| | Writing | 5% | 11% | 24% | <u>20%</u> |
| | Maths | 40% | 16% | 31% | <u>27%</u> |
| | RWM Combined | 5% | 5% | 13% | <u>11%</u> |

Teaching priorities for current academic year

| Aim | Target | Target date |
|---|---|------------------------|
| Attainment in Reading | <ul style="list-style-type: none"> An increase in the percentage of disadvantaged children achieving the expected (80%) and higher (20%) standard in KS2 Reading. An increase in the percentage of disadvantaged children achieving the expected (80%) and to maintain the percentage of those achieving higher (40%) standard in KS1 Reading. | July 2020 |
| Attainment in Writing | <ul style="list-style-type: none"> An increase in the percentage of disadvantaged children achieving the expected (78%) and higher (16%) standard in KS2 Writing. An increase in the percentage of disadvantaged children achieving the higher (20%) standard in KS1 Writing. | July 2020 |
| Attainment in Mathematics | <ul style="list-style-type: none"> To maintain the percentages of disadvantaged children achieving the expected (80%) and higher (40%) standard in KS2 Mathematics. To increase the percentage of disadvantaged children achieving the higher standard (30%) in Mathematics. | July 2020 |
| Attainment in Phonics | <ul style="list-style-type: none"> An increase in the percentage of disadvantaged children achieving the expected standard in the Year 1 phonics check. | July 2020 |
| Attainment in EYFS | <ul style="list-style-type: none"> To maintain the percentages of disadvantaged children achieving the GLD (90%). An increase in the percentage of children exceeding the ELG of Understanding The World. | July 2020 July 2021 |
| Progress and Attainment in all other subjects | <ul style="list-style-type: none"> To have a fully developed, broad and balanced curriculum, which meets the needs of the whole child, and prepares them for the next stage in their education. To fully incorporate an 'experience for learning' and 'procedural fluency' based curriculum, to ensure that children learn and embed knowledge in their long term memory. | July 2022 |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|---|----------|
| Priority 1 | |
| <p><u>READING:</u></p> <p>Phonics: Ensure that all new staff have received the complete Read, Write inc. training programme and are delivering this effectively. This will be monitored effectively, and developed where necessary. This ongoing monitoring and evaluation, will ensure an effective phonics programme is being implemented, from EYFS through to Year 3.</p> <p><i>(Education Endowment Foundation research shows an average of +4 months for Phonics interventions, as well as +5 months for Early Years interventions)</i></p> <p>Reading Comprehension: Ensure that all KS1 and 2 staff are delivering Guided Reading sessions effectively. This will include training, development, monitoring and evaluation, from the Literacy Lead.</p> | |

(Education Endowment Foundation research shows an average of +6 months for embedding Reading Comprehension Strategies. These may include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves)

Priority 2

BROAD AND BALANCED CURRICULUM:

Ensure that all staff form part of a new Curriculum Team: as part of this, they will all receive training to enhance their subject knowledge and pedagogical understanding of a range of subjects. *This will focus heavily on research-based theory around long term memory (based upon the research by Jan Myer and Ray Land around the idea of Threshold Concepts).* This is typical of what constitutes Mastery Learning *(Education Endowment Foundation research shows an average of +5 months).* They will, effectively use this to assess children in all curriculum areas, and to develop staff across the school, in line with their team and/or subject responsibilities.

| | |
|---|--|
| Barriers to learning these priorities address | Language and communication difficulties; early reading and writing difficulties (very low on entry to school); low emotional resilience and lack of inspirations; very limited experience of the world around us; punctuality; |
| Projected spending | £15,000 |

Targeted academic support for current academic year

| Measure | Activity |
|--|---|
| Priority 1 | |
| Fully embed Skills Builder into all areas of Curriculum: “The missing piece in education” Tom Ravenscroft. Impact Report: https://uploads-ssl.webflow.com/5a86b2cd68b41700017162ca/5abd04a8a893537404514faf_Impact%20Report%202017%20-%20Enabling%20Enterprise.pdf | |
| Priority 2 | |
| ONE-TO-ONE INTERVENTIONS: | |
| Through half-termly Pupil Progress Tracking Meetings, identify children for interventions for Reading, Writing and Maths. These are delivered by experienced TAs. <i>(Education Endowment Foundation research shows an average of +5 months for one-to-one tuition).</i> | |
| Barriers to learning these priorities address | no or very limited opportunities to develop these essential skills, prior to attending Abbott; academic ability is very low on attainment (catch up needed) |
| Projected spending | £130,000 |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | <p><u>DEVELOPING PUPILS' CULTURAL CAPITAL:</u></p> <p>Lack of experiences and aspiration, impacts on pupil outcomes. Staff will be developed in ensuring that there are opportunities for wider personal development, as an integral part of school life. Alongside our drive on reading, we aim to approach this in line with the research by : <i>(D Lemov, C Driggs, E Woolway, Reading Reconsidered (2016) San Fransisco, US: Jossey Bass publishing).</i></p> |
| Priority 2 | <p><u>PROJECT CHAMELEON:</u></p> <p>Historically, by Year 6, we have found that boys, in particular, become heavily influenced by life on the local housing estate, out of school hours. As part of our contextual safeguarding approach, we incorporate Project Chameleon: a ten-week behavioural-change project, which is aimed at those pupils in their latter two years of primary school, and looks at raising understanding of the implications of crime and social awareness of the young people taking part, by getting them to think differently about their behaviour and how it affects others. <i>(Research found a significant positive effect on the knowledge, awareness and social moral position that KS2 children have relating to crime and the law immediately after participation. When asked, 85.6% of children strongly agreed that Project Chameleon encouraged them to think about their own behaviour - Bolton uni research)</i></p> |
| Barriers to learning these priorities address | low emotional resilience and lack of inspirations; very limited experience of the world around us; parental engagement; older sibling influence |
| Projected spending | £12,654 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Release time; planning time; observation time; external CPD and sharing good practice; time for impact to be apparent | INSET days; twilight sessions; staff meetings; CSD (Collaborative Staff Development); SLT observations |
| Targeted support | Timetabling; staff development where needed; | SENDco to lead |
| Wider strategies | Developing and embedding a whole-school approach that is effective (Passport to Success) | To be developed as w whole teaching staff; shared and adapted with all school community, including pupil voice, allowing time to have impact over the next few years |

Review: last year's aims and outcomes

| Aim | Outcome | Implications |
|--|---|--|
| Improve oral language skills in EYFS to have positive impact on attainment | Nursery attainment: R-62%; W-77%; M-85% Reception attainment: R-80%; W-80%; M-80% | <ul style="list-style-type: none"> • Reception Phonics |
| White British Boys achieve expected or higher standards in KS2 | KS2: R-100% expected 17% higher W-67% expected 0% higher M-86% expected 43% higher | <ul style="list-style-type: none"> • Higher Reading and Expected and Higher Writing in KS2 |
| All disadvantaged pupils attend school regularly | 96% average | Continue with all strategies implemented last year: <ul style="list-style-type: none"> • Funded breakfast and after school club places, where needed • Staffing release in mornings to pick up • Meeting times for Early Help |