

# Pupil premium strategy statement – Sir Thomas Abney

1. Summary information					
School	Sir Thomas Abney				
Academic Year	2016-17	Total PP budget (£1320 per pupil)	£223 080	Date of most recent PP Review	November 2017
Total number of pupils	422	Number of pupils eligible for PP	169	Reviews of this strategy	March 2017 & June 2017

2. Current attainment		
<b>Foundation Stage</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
Good Level Development	44%	78% (69%)
Speaking (most significant gap)	50%	83% (84% LA)
<b>Key Stage One</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading [GD]	73% [14%]	74% [24%] (74% GD = 24%)
% achieving expected in writing [GD]	64% [5%]	71% [13%] (66% GD = 13%)
% achieving expected in maths [GD]	73% [9%]	74% [26%] (73% GD = 18%)
<b>Key Stage Two</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	65% [4%]	80% [15%] (52% GD = 5%)
% achieving expected in reading [GD]	65% [8%]	78% [15%] (66% GD = 19%)
% achieving expected in writing [GD]	75% [13%]	90% [50%] (74% GD = 15%)
% achieving expected in maths [GD]	75% [15%]	95% [45%] (70% GD = 17%)
% achieving expected in GSP [GD]	77% [19%]	85% [35%] (72% GD = 22%)
<b>Key Stage Two [KS1-2 Progress Matrix]</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Progress measure in reading [GD]	-1.6 [+0.2]	-0.5 [+0.5]
Progress measure in writing [GD]	+1.3 [+5.6]	+2.7 [+4.8]

Progress measure in mathematics [GD]	+1.9 [+1.5]	+3.7 [+1.5]
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Oral language skills in Foundation Stage are lower for pupils eligible for PP than for other pupils. This affects progress across Key Stages One and Two in reading and writing.	
B.	Higher ability pupils eligible for PP are making less progress than other high ability pupils in reading. This prevents sustained high achievement in Key Stage Two.	
C.	Pupils eligible for PP with SEND and below expectations at KS1 do not make progress in line with similar pupils nationally. This can result in compound disadvantages that pose a complex set of barriers to their learning and personal development.	
External barriers		
D.	Attendance rates for pupils eligible for PP is 0.8% lower than school attendance overall which will impact on their attainment, particularly for persistent absence.	
E.	Parents/carers of pupils eligible for PP are less likely to attend parents' open afternoons and parent workshops. There is a strong correlation between pupils' academic achievement and parental support.	
F.	Pupils eligible for PP are less likely to access enrichment activities (including Music and Sport) outside of school. This may impact on their future health and well-being.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Foundation Stage	-FSP and Launchpad data will evidence that pupils eligible for PP will make at least 5 points progress in Language and Communication.
	<p><b>March Update:</b></p> <ul style="list-style-type: none"> <li>Rapid progress (at least 2 points) for PP pupils in Language &amp; Communication; 41% also have SEND; Progress of PP pupils in line with peers;</li> <li>On track: Listening &amp; Attention PPG=71% (Cohort=75%); Understanding PPG = 76% (Cohort 68%); Speaking PPG=47% (Cohort=57%); Still a gap but this is closing (from 33% to 10% gap).</li> </ul> <p><b>June Update:</b></p> <ul style="list-style-type: none"> <li>Initial FSP and LaunchPad exit data indicates that progress continues to be good or better and gap between PPG/Non-PPG is closing</li> </ul>	
B.	Higher rates of progress across KS2 in reading for higher attaining pupils eligible for PP	-Pupils eligible for PP identified as high ability across KS2 in reading make progress in line with writing and mathematics and at least +2.
	<p><b>March Update:</b></p> <ul style="list-style-type: none"> <li>KS2 Reading Age Gains September-December 2016: Year 4 PPG Gain +6mths (Cohort=+8mths); Year 5 PPG Gain +6mths (Cohort=+8mths); Year 6 PPG Gain +9mths (Cohort=+11mths);</li> <li>Year 4 reading on track PPG=73% (cohort=84%); Year 5 reading on track PPG=70% (cohort=84%); Year 6 reading on track PPG=67% (cohort=71%);</li> <li>Of 6 PPG HA pupils in Year 6, 4 are definitely on track for GD (2 are more vulnerable, but have PIRA scaled scores of 114[YI] and 115[AH])</li> </ul> <p><b>June Update:</b></p> <ul style="list-style-type: none"> <li>Initial data indicates good or better progress for higher attaining PPG pupils in Years 4/5/6, with scaled scores of PIRA and STAR reading data;</li> </ul>	

<b>C.</b>	Pupils eligible for PP and SEND make good or better progress	-Evaluation of language group interventions, support plans and moderation of work evidence good or better progress.
	<p><u>March Update:</u></p> <ul style="list-style-type: none"> <li>termly SEND reviews of Wave2/3 pupils show that pupils are making good or better progress towards targets and other factors – such as engagement, attention and confidence; evidenced from feedback from parents, pupils, staff, books and from SaLT interventions</li> <li>Early PIVATS data shows progress of more vulnerable pupils as good or better overall;</li> </ul> <p><u>June Update:</u></p> <ul style="list-style-type: none"> <li>Initial summer PIRA and PUMA data for the summer term shows positive progress for maths (and reading) at KS2 for PPG/SEND target children (Progress Reviews);</li> <li>Annual Reviews of PPG children with EHCPs/Statements/LRS indicates positive outcomes in almost all cases – with parent/carer feedback being positive;</li> </ul>	
<b>D.</b>	Increased attendance rates for pupils eligible for PP	-Overall attendance rates to be 96%+ in line with attendance figure for the whole school.
	<p><u>March Update:</u></p> <ul style="list-style-type: none"> <li>Gap between PPG/Non-PPG lowered to &lt;0.4%; PA very low and tackled on an individual basis;</li> </ul> <p><u>June Update:</u></p> <ul style="list-style-type: none"> <li>Attendance gap between PPG/Non-PPG still small (&lt;0.4%);</li> </ul>	
<b>E.</b>	Increased attendance at parent consultations and workshops	-100% of parents of pupils eligible for PP attend parent consultations. -Engaged Accelerated Reader reading time for pupils is in line with non PP pupils.
	<p><u>March Update:</u></p> <ul style="list-style-type: none"> <li>Autumn parent/carer attendance rate for PPG pupils now down to 5 pupils not attending (compared to 17); Will have more recent data following Spring term parent evening;</li> </ul> <p><u>June Update:</u></p> <ul style="list-style-type: none"> <li>Spring term parent/carer attendance for PPG pupils showed better attendance (just 4 pupils not attending); supported by admin team follow-up;</li> </ul>	
<b>F.</b>	Pupils eligible for PP have equal access to enrichment activities	-All PP pupils have an opportunity to learn a musical instrument, receive sports' coaching and attend after-school clubs free of charge. -PP pupils attend subsidised residential trips.
	<p><u>March Update:</u></p> <ul style="list-style-type: none"> <li>more than 50% of each after school club is made up of PPG pupils; £0 charge now in place for PPG pupils for extra-curricular activities and school trips</li> </ul> <p><u>June Update:</u></p> <ul style="list-style-type: none"> <li>Review of PPG access to after school clubs, breakfast club and Twilight club has taken place; uptake of PPG pupils is still ~50%; PPG pupils accessed recent Year 6 camping trip with success;</li> </ul>	

5. Planned expenditure					
Academic year	2016-17				
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					
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/how will you measure impact?
A. Improve oral language skills for pupils eligible for PP in Foundation Stage	Staff training on Makaton Launchpad and DLD  Phase meeting and moderation for assessing and developing oral skills	We want to invest some of the PP funding in longer term change in order to address the very low levels of attainment on entry, particularly in language and communication. We aim to train highly skilled practitioners with the ability to accelerate pupils' oral skills.	Speech and Language therapists and FS lead to lead and monitor delivery following training.  FS lead moderates staff assessments and attends borough-wide moderation.	FS Lead	Termly progress against Launchpad assessments and baseline
B. Higher rates of progress across KS2 in reading for higher attaining pupils eligible for PP C. Pupils eligible for PP and SEND make good or better progress	Appointment of RWInc Lead  STA Loves Reading Lead teacher	To lead and manage the teaching of early Literacy to ensure high standards of teaching and learning. STA Loves Reading based on evidence of high attainment/progress.	Weekly training sessions for teachers and support staff. Regular learning walks and team teaching.  NASENCo training for newly appointed SENCo.	RWInc Lead  STA Loves Reading/ Literacy Lead	Half-termly using the STAR reading test data  Termly at SEND reviews, book looks and learning walks with subject leaders
<b>Total budgeted cost</b>					<b>£35 000</b>
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/how will you measure impact?
C. Pupils eligible for PP and SEND make good or better progress	Targeted SEND nurture group taught by SENCo  1:1 daily reading and phonics TA intervention Launchpad programme and SLT provision	Highly skilled teacher provides quality first teaching within a small group setting.  Targeted 1:1 TA support daily for lowest attaining pupils. Accurate assessment of pupils' language and subsequent targeted provision	Monitoring of teaching, learning and pupil outcomes.	Inclusion Manager  SENCo/FS Lead	Termly at SEND reviews, book looks and learning walks with subject leaders

B. Higher rates of progress across KS2 in reading for higher attaining pupils eligible for PP	Additional teacher in Year 5/6 Curiosity Club To provide a Year 6 revision programme	Smaller classes ensure higher attaining pupils receive quality first teaching with follow up 1:1 and small group teaching in afternoons. Phase leader tracking progress of higher attaining PP pupils.	Monitoring of teaching, learning and pupil outcomes.	SLT	Half-termly using the STAR reading test data and RWInc data Twice yearly PIRA
A. improve oral language skills for pupils eligible for PP in Foundation Stage	Additional teacher in Foundation Stage	Targeted language group interventions.	Monitoring of Launchpad assessments and termly tracking.	FS Lead	Termly progress against Launchpad assessments and FSP
<b>Total budgeted cost</b>					<b>£ 115 000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When/how will you measure impact?</b>
D. Increased attendance rates for pupils eligible for PP	Pastoral Manager appointed to monitor attendance  First day response provision Weekly SAO and surgeries with parents/carers	Addressing poor attendance is linked to improving higher attainment.	Weekly meetings of attendance team.	Deputy Headteacher	Daily/weekly reviews of attendance with SAO Annual report to GB
E. Parents/carers of pupils eligible for PP are less likely to attend parents' open afternoons and parent workshops.	Pastoral manager appointed to run parent workshops with Caris Creative  Tapestry programme in FS and KS1  Launchpad and Weekly FS parent workshops Ocean Maths Programme in Year 2  Electronic monitoring system for parents' consultation  Accelerated Reader programme to monitor	Ensuring parents fully engage in their child's learning will support higher rates of progress for PP pupils.	Monitoring of attendance at all consultations and workshops. Raised profile at SLT meetings. Impact reports by pastoral team.	Deputy Headteacher	Termly register of parent consultation attendance Half-termly reviews of AR engaged reading times Parent registers for workshops

	engaged reading time				
F. Pupils eligible for PP have equal access to enrichment activities	Music and Sports' provision After-school clubs Subsidised trips and breakfast club	Access to a broad range of enrichment activities supports positive outcomes and builds self-esteem.	Monitoring of attendance Monitoring quality of provision	Pastoral Manager/PE/ Music Lead	Termly review by key Subject Leaders
<b>Total budgeted cost</b>					<b>£ 80 000</b>

6. Review of expenditure				
2016-17 Academic Year		***COMPLETED AUTUMN 2017		
i. Quality of teaching for all				
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
Improve oral language skills for pupils eligible for PP in Foundation Stage	Staff training on Makaton Launchpad and DLD  Phase meeting and moderation for assessing and developing oral skills	Gaps in attainment closed; 73% of PP Reception pupils achieved the Speaking element of the EYFS End of year Assessment (compared to 82% overall for non-PP pupils); no gap in Listening/Attention between PP/non-PP pupils;	Need to continue to implement LaunchPad as it is effective in raising Oral skills in the Early Years;  Appointment of new EYFS Phase Leader: need to provide some continuity in training and staff development (LaunchPad and Makaton)	
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
Higher rates of progress across KS2 in reading for higher attaining pupils eligible for PP	- Additional teacher in Year 5/6 - Curiosity Club - To provide a Year 6 revision programme - Appointment of RWInc Lead - STA Loves Reading Lead teacher	Overall, progress measures for PP pupils in Reading were higher than non-PP (1.8 compared to 0.8).	Although progress measures for PP pupils in reading were higher than non-PP pupils, attainment for PP pupils is lower (69% of PP pupils achieved the expected standard for reading at the end of KS2 – compared to 86% non-PP); The average scaled score for PP pupils in Reading was 103 (compared to 105 for non-PP) although this gap is smaller than the PP gap in Hackney; <b>Need to further accelerate progress in Reading for KS2 PP pupils to close the attainment gap</b>	
Pupils eligible for PP and SEND make good or better progress	Targeted SEND nurture group taught by SENCo  1:1 daily reading and phonics TA intervention Launchpad programme and SLT provision	At the end of KS2, progress measures for pupils with SEND Support were all positive for Reading(+1.4), Writing (+1.7) and Maths (+0.3)  Attainment of pupils with PP/SEND in line with Hackney Average;	Attainment for pupils with SEND remains lower than the rest of the cohort – although it is encouraging that reading progress is in line with all other pupils;	
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
Increased attendance rates for pupils eligible for PP		End of year attendance rates for PP pupils was in line with non-PP pupils.	Need to continue to monitor attendance of PP pupils; New electronic system for monitoring lateness to be introduced which would support the monitoring of punctuality of different groups	
Parents/carers of pupils eligible for PP are less likely to attend parents' open afternoons and parent workshops.	<p>Pastoral manager appointed to run parent workshops with Caris Creative</p> <p>Tapestry programme in FS and KS1</p> <p>Launchpad and Weekly FS parent workshops</p> <p>Ocean Maths Programme in Year 2</p> <p>Electronic monitoring system for parents' consultation</p>	<p>Only 4 parents/carers of PP pupils did not attend parent/teacher consultation evening towards the end of the year (compared to 17 non-PP)</p> <p>Very high turn-out for ocean Maths parent/carer events;</p> <p>Tapestry continues to see higher levels of parent/carer participation on a range of devices (mainly mobile)</p> <p>Insecure data on other workshops and reading events;</p>	Need to think about keeping more accurate registers of parents/carers attendance at key workshops and regular reading events;	
Pupils eligible for PP have equal access to enrichment activities	<p>Music and Sports' provision</p> <p>After-school clubs</p> <p>Subsidised trips and breakfast club</p>	<p>Overall dip in attendance for all pupils – but this has levelled out as the new charging system settles in place;</p> <p>On average, 50% of pupils accessing clubs are PP;</p> <p>Subsidised places on residential trips this year ensured that PP pupils were not discouraged from attending;</p>	<p>Registers kept of pupil attendance;</p> <p>Continue to monitor PP attendance;</p> <p>Ensure that all pupils are registered for FSM (especially those in Reception and KS1)</p>	

## 7. Additional detail

The key objective in using the grant is to close the attainment gap between pupil groups and to focus particularly on those pupils who are not on track to achieve the expected standard at the end of KS2 and higher attaining pupils eligible for the pupil premium grant attaining at 'greater depth'.

We are also aware that a large number of our pupils enter our school who have limited language skills and that there is a strong correlation between delayed language skills and entitlement to the pupil premium grant. We are focusing on developing children's communication and language, particularly through early intervention in our Foundation Stage, and in commissioning the speech and language service to co-ordinate 1:1 and group interventions to raise attainment for all pupils.

Through targeted interventions we are working to eliminate barriers to learning and progress. For those children eligible for the grant, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. We will also ensure that high attainers are suitably challenged so that they achieve 'greater depth' in their learning.

As a school we have a good track record in ensuring that pupils eligible for the pupil premium grant attain well and make good levels of progress when compared to non PP pupils nationally through KS1; however this is not sustained through to the end of KS2. We believe that compound disadvantages (SEND, poor language skills, low levels of attendance and punctuality, poor parental engagement) are a barrier to maintaining sustained progress.

Investing in additional highly skilled teachers enables us to tackle the main compound disadvantages that our pupils face.

### Other developments/Initiatives

- Continued implementation of Maths Mastery to raise attainment, deepen children's understanding and confidence in their use of mathematics, introduce new teachers to teaching and learning strategies.
- Mentoring of class teachers on effective teaching strategies for identified groups
- Hackney Teaching School Alliance, School Direct programme, 'growing' future teachers and providing additional class based staff
- Providing senior and middle leaders with coaching training

### Additional Monitoring

- pupil progress meetings
- staff performance management
- Headteacher reports to the Governing Body
- termly meetings with the LA School Improvement Partner