

Pupil premium strategy statement – Sir Thomas Abney

| 1. Summary information | | | | | |
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| School | Sir Thomas Abney | | | | |
| Academic Year | 2015-16 | Total PP budget (£1320 per pupil) | £223 080 | Date of most recent PP Review | November 2016 |
| Total number of pupils | 422 | Number of pupils eligible for PP | 169 | Date for next internal review of this strategy | March 2017 |

| 2. Current attainment | | |
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| Foundation Stage | <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) |
| Key Stage One | <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%) |

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| Key Stage Two | <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%) |

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| Key Stage Two [KS1-2 Progress Matrix] | <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] |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| 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. |
| 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. |
| C. | 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. |
| D. | Increased attendance rates for pupils eligible for PP | -Overall attendance rates to be 96%+ in line with attendance figure for the whole school. |
| E. | 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. |
| F. | 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. |

| 5. Planned expenditure | | | | | |
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| 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 |
| Total budgeted cost | | | | | £35 000 |
| 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 |

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| 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 |
| Total budgeted cost | | | | | £ 115 000 |

iii. Other approaches

| 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? |
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| 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 engaged reading time | 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 |

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| 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 |
| Total budgeted cost | | | | | £ 80 000 |

| 6. Review of expenditure | | | | |
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| 2016-17 Academic Year | | | | |
| 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 |
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| 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 |
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| iii. Other approaches | | | | |
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| 7. Additional detail |
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| <p>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'.</p> <p>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.</p> <p>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.</p> <p>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.</p> |

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