

Pupil premium strategy statement – Sir Thomas Abney 2017-18

1. Summary information					
School	Sir Thomas Abney				
Academic Year	2017-18	Total PP budget (£1320 per pupil)	£220,440	Date of most recent PP Review	September 2017
Total number of pupils	394	Number of pupils eligible for PP	167	Reviews of this strategy	Spring 2018

2. Current attainment		
Foundation Stage	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
Good Level Development (Summer 2017)	73%	71% (71%)
Speaking (Summer 2017) [historic gap]	73%	82% (85% LA)
**Baseline Autumn 2017: Language (most significant gap)	27% Expected	34% Expected (No data available)
Year 1 Phonic Screening (Summer 2017)	74% (81% Hackney Average)	87% (88% Hackney Average)
Key Stage One (Summer 2017)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading [GD]	94% [29%]	82% [23%] (76% GD = 25%)
% achieving expected in writing [GD]	71% [24%]	72% [15%] (68% GD = 16%)
% achieving expected in maths [GD]	82% [29%]	69% [21%] (75% GD = 21%)
Key Stage Two (Summer 2017)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	59% [3%]	79% [11%] (61% GD = 9%)
% achieving expected in reading [GD]	69% [14%]	86% [18%] (71% GD = 25%)
% achieving expected in writing [GD]	79% [17%]	89% [25%] (76% GD = 18%)
% achieving expected in maths [GD]	76% [10%]	86% [18%] (75% GD = 23%)
% achieving expected in GSP [GD]	76% [24%]	93% [18%] (77% GD = 31%)

Key Stage Two [KS1-2 Progress Matrix]	Pupils eligible for PP (<i>Hackney average</i>)	Pupils not eligible for PP (<i>Hackney average</i>)
Progress measure in reading	+1.8 (+1.0)	+0.8 (+2.5)
Progress measure in writing	+3.5 (+2.1)	+1.8 (+2.5)
Progress measure in mathematics	+1.1 (+1.6)	+1.1 (+2.3)

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. The gap is closing, but there is still a significant number of pupils eligible for PP who have poor language and there remains an attainment gap. This affects longer term progress across Key Stages One and Two in both reading and writing.	
B.	The attainment of pupils eligible for PP in reading at the end of KS2 is significantly less than for those non-PP pupils (20% gap in Summer 2017). PP pupils do make good progress (+1.8) compared to prior attainment at the end of KS1; although this is not true for the more able pupils. Internal data for the current year 5 & 6 pupils indicates a gap between PP/non-PP attainment (not in Years 3 & 4).	
C.	The attainment of pupils eligible for PP on the Year 1 Phonics Screening was lower than for those pupils not eligible (13% gap).	
External barriers		
D.	Attendance rates for pupils eligible for PP is currently in line with non-PP pupils. However, the school needs to continue to invest in monitoring attendance for those pupils eligible for PP	
E.	Parental engagement (particularly in KS2): supporting reading at home; homework; attending school-based 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.
	Updates:	
B.	Higher rates of progress across KS2 in reading for all pupils eligible for PP (including higher attaining pupils)	- No gap in attainment between Pupils eligible for PP/non-PP in reading across KS2 - PP Pupils with HA KS1 prior attainment sustain progress through KS2 in reading
	Updates:	
C.	Pupils eligible for PP reach the required standard for the Year 1 Phonics Screening	- Learning Walks, scrutiny of phonic work and progress checks will all show evidence of good or better progress.

		- No gap in attainment between PP/non-PP pupils
	Updates:	
D.	Increased attendance rates for pupils eligible for PP	-Overall attendance rates to be 96%+ in line with attendance figure for the whole school.
	Updates:	
E.	Increased parental engagement for PP pupils;	-Engaged Accelerated Reader reading time for pupils is in line with non PP pupils; - Attendance at parental workshops and/or reading events is high for PP pupils
	Updates:	
F.	Pupils eligible for PP have equal access to enrichment activities	-All PP pupils have an opportunity to learn a musical instrument free of charge; - All PP pupils receive subsidised sports' coaching, after-school clubs and breakfast club activities; -PP pupils attend subsidised residential trips.
	Updates:	

5. Planned expenditure					
Academic year	2017-18				
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 & Speech and Language Therapist	Termly progress against Launchpad assessments and baseline
B. Ensure higher attainment across KS2 in reading for pupils eligible for PP (including higher attainers)	- Target work of STA Loves Reading Lead teacher; - Stronger team work between those members of staff responsible for Literacy/Reading	Many aspects of STA Loves reading strategy are working – but need to focus more on PP pupil groups; STA Loves Reading based on evidence of high attainment/progress.	Increased team work between those staff members responsible for reading in the school; Reading action Plan reflects the need to raise attainment of PP pupils;	STA Loves Reading & Literacy Lead	Half-termly using the STAR reading test data; Termly using PIRA data; Learning Walks: PP
C. Raise attainment in Phonics for pupils eligible for PP	- Target interventions led by RWInc Lead:	To lead and manage the teaching of Phonics to ensure high standards of teaching and learning – with particular focus on PP pupils;	Weekly training sessions for teachers and support staff. Regular learning walks and team teaching.	RWInc Lead	Half-termly Phonic assessments; Half-termly learning walks;
Total budgeted cost					£30 000
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. Raise attainment in Phonics for pupils eligible for PP	- Targeted Phonic catch-up interventions carried out and monitored by RWInc Lead - 1:1 daily reading and phonics TA intervention	Highly skilled intervention teacher provides quality one-to-one interventions; Targeted 1:1 TA support daily for lower attaining pupils.	Monitoring of teaching, learning and pupil outcomes.	RWInc Lead; Literacy Lead	Half-termly Phonic assessments;
B. Ensure higher attainment across KS2 in reading for pupils eligible for PP (including higher attainers)	- Additional teacher in Year 5/6 for one-to-one tutoring - Additional teacher x5 hours per week in Year 6 Literacy lessons - Target children to monitor homework and home-reading - Curiosity Club (HA)	- All pupils receive quality first teaching with follow up 1:1 and small group teaching by dedicated one-to-one tutor. - Phase leader tracking progress of higher attaining PP pupils.	Monitoring of teaching, learning and pupil outcomes. Audit of STA Loves Reading + Reading Action Plan	SLT	- Half-termly using the STAR reading test data; - Twice yearly PIRA
A. improve oral language skills for pupils eligible for PP in Foundation Stage	Additional adults in Foundation Stage; ensure LaunchPad training of all adults;	Targeted language group interventions.	Monitoring of Launchpad assessments and termly tracking.	FS Lead + Speech & Language Therapist	Termly progress against Launchpad assessments and FSP
Total budgeted cost					£ 110 000
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?
D. Increased attendance rates for pupils eligible for PP	Pastoral Manager to monitor attendance and punctuality; 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. Increased parental engagement for PP pupils;	- Tapestry programme in FS and KS1 - Launchpad and Weekly FS launch workshops - Parent/carer Maths workshops in Years 1/ 2 - Electronic monitoring	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. AR engaged reading times	Deputy Headteacher Literacy Lead EYFS Lead	Termly register of parent consultation attendance Half-termly reviews of AR engaged reading times Parent registers for

	<p>system for parents' consultation</p> <ul style="list-style-type: none"> - Accelerated Reader programme to monitor engaged reading time – can access at home - Homework club to promote access to Wifi 				workshops
F. Pupils eligible for PP have equal access to enrichment activities	<ul style="list-style-type: none"> - Subsidised Music and Sports' provision ; After-school and Breakfast clubs - Subsidised trips and residential school journeys 	Access to a broad range of enrichment activities supports positive outcomes and builds self-esteem.	<p>Monitoring of attendance</p> <p>Monitoring quality of provision</p>	Pastoral Manager/PE/ Music Lead	Termly review by key Subject Leaders
Total budgeted cost					£ 80 000

6. Review of expenditure				
2017-18 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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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