

# Pupil premium strategy statement – Sir Thomas Abney 2018-19: MARCH UPDATE

1. Summary information					
School	Sir Thomas Abney				
Academic Year	2018-19	Total PP budget (£1320 per pupil)	£158,400	Date of most recent PP Review	July + September 2018
Total number of pupils	351 March 2019: 362	Number of pupils eligible for PP	120 (34%) March 2019: 145 (40%)	Reviews of this strategy	March 2019

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 (Summer 2018)	73%	77% (72%)
Speaking (Summer 2018) [historic gap]	73%	79% (86%)
Understanding (Summer 2018)	73%	92% (86%)
<b>Year 1 Phonic Screening (Summer 2018)</b>	95% (81% Hackney Average)	91% (88% Hackney Average)
<b>Key Stage One (Summer 2018)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in Reading [GD]	70% [20%]	86% [38%] (76% GD = 26%)
% achieving expected in Writing [GD]	55% [10%]	76% [24%] (70% GD = 16%)
% achieving expected in Maths [GD]	70% [20%]	76% [31%] (76% GD = 22%)
<b>Key Stage Two (Summer 2018)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in Reading, Writing and Maths	46% [8%]	90% [17%] (64% GD = 10%)
% achieving expected in Reading [GD]	54% [8%]	93% [37%] (75% GD = 28%)
% achieving expected in Writing [GD]	62% [15%]	90% [30%] (78% GD = 20%)
% achieving expected in Maths [GD]	62% [15%]	90% [40%] (76% GD = 24%)

<b>% achieving expected in GSP [GD]</b>	77% [23%]	93% [43%] (78% GD = 34%)
<b>Key Stage Two [KS1-2 Progress Matrix]</b>	<i>Pupils eligible for PP (Hackney average)</i>	<i>Pupils not eligible for PP (Hackney average)</i>
<b>Progress measure in reading</b>	-2.6 (+0.5)	+1.7 (+1.9)
<b>Progress measure in writing</b>	-2.1 (+1.0)	+1.0 (+1.8)
<b>Progress measure in mathematics</b>	-1.4 (+0.4)	+1.8 (+1.7)

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	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 in particular, poor understanding of spoken language. This affects longer term progress across Key Stages 1 and 2 in Reading and Writing – and potentially other areas of the curriculum.	
<b>B.</b>	The attainment (and progress) of pupils eligible for PP in reading at the end of KS2 is significantly less than for those non-PP pupils. Using internal Summer 2018 test data from our current cohorts, the gaps are far smaller with an 8% gap in Year 6; 0% gap in Year 5; 5% gap in Year 4; and a 16% gap in Year 3.	
<b>C.</b>	The attainment (and progress) of pupils eligible for PP in writing is lower than non-PP. We know that writing requires a good level of expressive language, as well as a breadth of knowledge and experience from which to draw upon.	
<b>External barriers</b>		
<b>D.</b>	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	
<b>E.</b>	Pupil wellbeing and welfare. Pupils eligible for PP are less likely to access wellbeing support outside school.	
<b>F.</b>	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.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Foundation Stage – with a focus on Understanding Spoken Language	- FSP and Launchpad data will evidence that pupils eligible for PP will make at least 5 points progress in Language and Communication. - The gap between PP/non-PP in the 'Understanding Spoken Language' strand will be less than 5%
	<b>Updates: March 2019: Good+ progress made by children on the LaunchPad for Language programme (of the 8 children on the LaunchPad programme in the Autumn term, only 2 children remain). Early mid-term assessments of Language &amp; Communication indicate a closing gap.</b>	

<b>B.</b>	Higher rates of progress across KS2 in reading for all pupils eligible for PP (including higher attaining pupils)	<ul style="list-style-type: none"> <li>- No gap in attainment between Pupils eligible for PP/non-PP in reading across KS2</li> <li>- PP Pupils with HA KS1 prior attainment sustain progress through KS2 in reading</li> </ul>
	<b>Updates: March 2019: The % of PP pupils achieving Expected+ compares favourably to NON-PP in most Year Groups across KS2, indicating accelerated progress and a closing of the gap: Year 3 = 77%PP (75% NON); Year 4 = 68% PP (69% NON); Year 5 = 85% PP (71% NON); Year 6 = 80% PP (88% NON)</b>	
<b>C.</b>	Standards of Writing for pupils eligible for PP are in line with non-PP pupils.	<ul style="list-style-type: none"> <li>- Learning Walks, scrutiny of phonic work and progress checks will all show evidence of good or better progress.</li> <li>- No gap in attainment between PP/non-PP pupils</li> <li>- Well trained staff; confident to teach writing</li> </ul>
	<b>Updates: March 2019: Whole school training on Writing and improving vocabulary (February 2019). This will be followed up later on in March 2019. All teachers have received feedback on the standards of writing in their books which included ideas for raising standards further. Using end of Autumn Term data, there is a gap between PP pupil attainment when compared to the rest of the cohort at the end of Key Stage 1 and 2: In Year 2, 55% of pupils eligible for PP are at Expected+ for writing (compared to 62% of the rest of the cohort). In Year 6, 50% of pupils eligible for PP are at Expected+ for writing (compared to 64% of the rest of the cohort). These gaps are smaller than previous year – however, we are hoping to close this gap further by the end of this academic year, through rigorous moderation, further training and feedback to staff.</b>	
<b>D.</b>	Good+ attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> <li>- Overall attendance rates to be 96%+ in line with attendance figure for the whole school.</li> </ul>
	<b>Updates: March 2019 – Attendance rates for PP pupils are in line with the whole school.</b>	
<b>E.</b>	Pupils eligible for PP have access to therapeutic and pastoral support	<ul style="list-style-type: none"> <li>- Pupils are well supported and able to learn</li> <li>- Pupils eligible for PP access therapeutic and pastoral support;</li> </ul>
	<b>Updates: March 2019: A higher proportion of pupils eligible for PP are receiving therapeutic/pastoral support [45% of pupils accessing Therapy are PP; and 50% of pupils receiving Pastoral Support are eligible for PP].</b>	
<b>F.</b>	Pupils eligible for PP have equal access to enrichment activities	<ul style="list-style-type: none"> <li>- All PP pupils have an opportunity to learn a musical instrument free of charge;</li> <li>- All PP pupils receive subsidised sports' coaching, after-school clubs and breakfast club activities;</li> <li>- PP pupils attend subsidised residential trips.</li> </ul>
	<b>Updates: March 2019: Club membership: The percentage of pupils eligible for PP are: Curiosity Club (40% PP pupils); Chess Club (46% PPG pupils); Bike Control Skills (50% PP pupils); Table Tennis Club (30% PP); Tennis Club (42% PP); Football club pupils (40% PP); Advanced Maths (45%PP); Regular liaison with Jennifer Handovsky to ensure good balance of PPG/NON pupils in extra-curricular activities.</b>	