

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Abbey Meads Community Primary School				
Academic Year	2020-21	Total PP budget		Date of most recent PP Review	April 20
Total number of pupils	460	Number of pupils eligible for PP	94	Date for next internal review of this strategy	April 21

2. Current attainment		
Based on KS2 2019-20 TA results	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	41	80%
% making expected progress in reading (as measured in the school)	72	95
% making expected progress in writing (as measured in the school)	78	95
% making expected progress in mathematics (as measured in the school)	83	100

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low social and/or language skills on entry
B.	Reading for enjoyment-
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
C.	Low self-esteem and emotional well-being
D.	Low attendance
E.	Low rates of parental support and engagement

4. Intended outcomes <i>(specific)</i>		Success criteria	Review
A.	To enable parents to be more engaged in their children's learning	Increase attendance at school events eg Parent Consultation Evenings, Curriculum Evenings and Family Learning events. See an increase in the support given at home eg amount of time heard read at home, practising of key words, phonics, number bonds etc	Opportunities were given, but there are still some families who struggle to engage. This remains something to continue this year alongside developing ways that we can better support children within school
B.	To improve the attainment of PPG children To increase the progress made from individual starting points	We will decrease the gap in attainment between PPG and non PPG at KS1 Phonics and KS1 and 2 SATs For at least 75% of children to be making at least expected progress from their individual starting points	From internal data PPG are ahead in Reading and Writing at KS1 is broadly in line. While PPG remain behind in Maths, the gap has narrowed by 10% since the end of Y1. 81% have made at least expected progress from their starting points. KS2 PPG remain behind non-PPG, but have decreased gaps since end of Y5. 82% of PPG made progress from their starting points.
C.	To diminish the difference in the provision of life experiences To raise levels of self esteem	All classes build in pre-teaching of vocabulary PPG children are represented in key roles and responsibilities across the school. PPG children participate in the range of life experiences contained within our school curriculum. Children display resilience and a 'have a go' attitude in their response to learning.	This needs to be maintained next year. PPG children took on roles across the school, including School Council and House Captains. Metacognition teaching was introduced this year and children are demonstrating resilience.
D.	To increase attendance of children to at least 95%	Attendance will be at 95% or above. There is an improvement on the attendance for some identified families from 2018-19 figures.	This was at 92% across the last year. There were a few children who made a huge impact on our data and were supported by other agencies. During the lockdown a significant number of our disadvantaged families were shielding. We brought into school, children we were concerned about as part of our Keyworker classes if they were in year groups not invited to return.

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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
Each class to have a full time TA to allow additional support such as pre teaching of key vocabulary, target groups. This enables PPG children to be given more intensive focused support. A focus needs to be on identifying More able PPG to increase Higher scores at KS2.	To ensure there is support in class for PPG children to achieve their potential	PPG children were in line with non-PPG at end of KS1 for expected + and above for Higher level. At KS2	Yes – research so far suggests that the gap will be even wider for disadvantaged pupils following on from Covid-19. While we were able to support many of our families during lockdown, we are conscious that the children will have had very different experiences. We feel it is vital that we focus academic support, but more importantly social and emotional support.	£68000

All classes will continue to have weekly metacognition lessons from Term 2 onwards.	To implement Metacognition teaching across the school	All classes had begun to implement. Children were talking confidently to other adults regarding how they used metacognition- BK Director's visit	Due to Covid 19 only had a short introduction so will be carried on this year and then embedded across the school	
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ii. Targeted support

Action	Intended outcome	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
Be part of Trailblazer Mental Health project. Monitor the impact on the children and families involved.	To support mental well-being	The support carried on during lockdown with some families and that was a big benefit. Some families find it easier to talk through/discuss issues with someone outside of school. All families involved bar one were positive about the support that they had received.	It was of benefit to the majority of all families so we will continue with this next year.	£60500

<p>Children who are at risk of underachieving benefit from a combination of small group/1:1 Teacher/TA support from the Intervention Team either in class or withdrawn for interventions that further meet their needs.</p>	<p>To provide personalised 1:1 or small group intervention for PPG children</p>	<p>Class staff reported that children in these groups were more confident if they had been able to consolidate their learning by working with the Intervention Team. Class Teachers remained in charge of the learning. All children made progress from their individual starting points. There is a significant group in Y4 who will need additional support next year.</p>	<p>PPG group in Y5 will be a priority this year. Having Class Teachers lead the learning was more beneficial and supported the Intervention Team.</p>	
<p>To increase the Pastoral support hours to full time.</p>	<p>To promote social and emotional well-being for children and their families.</p>	<p>Our Pastoral Support worker was able to engage with more children and families.</p> <p>Being on the gate each morning to welcome families in came her a higher profile with the parents and was an opportunity for more informal chats.</p> <p>Having Pastoral Support full time meant we were able to be more proactive as the need arose</p>	<p>With COVID-19 we anticipate more of our children and families may need support.</p> <p>Keep the presence on the gate so parents are more inclined to approach informally.</p> <p>Run training for class based staff to empower them to support within their own class</p>	

<p>Staff to be asked to target PPG children in class and in focused target groups to ensure 70%+ make at least expected progress from individual starting points.</p>	<p>To increase attainment of PPG pupils so that at least 65% achieve expected level at end of KS2 To increase % of higher attainers at end of KS2 by 10% in Reading and Writing.</p>	<p>With COVID-19 we were unable to carry out end of year assessment. Based on March data, we estimate that at this time PPG children in KS1, Y3, Y5 at least 70% made expected progress from their starting point. In Y4 it was lower at 60%, although higher in Maths at 72%.</p>	<p>With the impact of COVID-19 we anticipate it will be even more important for PPG children to have a high focus in class. Research already carried out by the Sutton Trust (April 2020) points towards an increase in the gap with disadvantaged children. We will carry out a baseline assessment of all children in September so that we can have an accurate picture of their individual needs.</p>	
<p>Subsidise so that all children to have access to a full range of activities, (swimming/trips) with substantial support for residential visits (Years 4 and 6). Continue partnership with Prime Theatre to enhance Speaking and Listening skills at FS2 and KS1. Activ8 club to target engagement with KS2</p>	<p>To provide rich and stimulating activities and experiences that build on our curriculum and promote independence and responsibility. To promote stronger links through the curriculum giving the pupils invaluable first hand experiences.</p>	<p>Up until lockdown, we were able to ensure that no child was penalised from participation in any school trip or activity due to financial difficulties. Our partnership with Prime Theatre had continued and was providing opportunities for children to experience theatre and enhance their language. Activ 8 club encouraged engagement and physical activity with a targeted group of KS2 children. In addition a club aimed at engaging girls was set up</p>	<p>Currently we do not anticipate that residential visits or swimming will be able to take place in their normal form. However we need to ensure we can support our PPG children when this can happen later in the year. Activ8 club will continue, but may need to be run in 'bubbles'. As speaking and listening continues to be a focus for us, we will continue our involvement with Prime Theatre.</p>	

<p>Educational Psychology support purchased from Swindon LA to meet the needs of students (often PP) who are without SEN funding.</p> <p>Outreach support from SEMH Team will be purchased from Swindon LA to meet the needs of students.</p>	<p>To be able to identify barriers to learning and progress</p>	<p>EP provided support both for individual pupils and staff.</p> <p>Supported with a small number of children up to March 2020 as part of our Traded Services</p>	<p>Not all of time was able to be used due to Covid-19 so those hours will be carried over to this academic year.</p> <p>No – we will be moving this support ‘in-house’ for this year. The remit of the SEMH Team only enabled them to work with children rather than also with their families. Within Blue Kite, we have now our own service- Lighthouse- which will enable us to support both the child in school and their family</p>	
<p>Invest in Phonics Fairy Scheme- training and resources.</p>	<p>To ensure attainment on Phonics Test meets at least national average.</p>	<p>Staff had had training on Story Time Phonics and were employing it across KS1. Children were engaged with phonics lessons. Year 1 were on track to achieve at least in line with national expectations in our internal analysis prior to lockdown.</p>	<p>Early and targeted identification of Y1 children was positive with predicted to have achieved the required standard in the assessment.</p> <p>This will be the same system next year and we will also continue to support those in Year 2 to ensure there is consolidation.</p> <p>Planned training for TAs was unable to happen due to Covid 19 so this will be a priority for Term 1. Year 3 TAs will also take part.</p>	

iii. Other approaches				
Action	Intended outcome	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
Invite specific parents on individual or small group basis to look at their child's work alongside their child. Help parents to see what their child is doing well and what they might need support with and how they can help this	To enable parents to be engaged in their child's learning	Packs were set up to use with Reception pupils and parents, but we were unable to start this programme before the lockdown	This will be rolled out in 2020-21	£3000
Class teachers to monitor and raise any concerns with AHTs regarding absence or patterns of days off. Support put in place for those families who are struggling to ensure regular attendance.	To raise attendance of PP children to at least 95% +	Overall attendance was 92% across the year. The lockdown obviously had a major impact as 18 children had to shield either because of themselves or to protect family members. There were 3 families who were persistent in struggling with regular attendance. Additional agencies were involved in supporting these families.	Early intervention has enabled us to work with and support some families. This has sometimes been a short term measure and for others has involved referrals to other agencies. DHT has continued to monitor anyone whose attendance is a cause for concern.	

6. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Each class to have a full time TA to allow additional support such as pre teaching of key vocabulary, target groups. This enables PPG children to be given more intensive focused support. A focus needs to be on enabling more PPG children to attain the expected standard at KS2.	To ensure there is support in class for PPG children to achieve their potential	Our own predicted data for the end of the year 2019-2020 shows that at KS1 PPG children were in line with Non PPG expected + and above for Higher. At KS2 PPG were below non PPG at expected+.	Monitoring of Target group children by Assistant Heads. Monitor key vocabulary pre-teaching. Pupil questionnaires Tracking of more able PPG	AHTs DHT	December 2020
All classes to have weekly metacognition lessons to teach children how to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.	To continue the implementation of Metacognition teaching across the school	Metacognition is recognised to have a very high impact EEF Toolkit +7months	Metacognition Team will lead training sessions and monitor implementation in school. Tracking target children to measure impact	Metacognition Team	Spring 2021
Total budgeted cost					£68000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
To provide a dedicated Educational Mental Health Practitioner (EMHP) to support children, within school, with their mental health and emotional well-being.	To support children and families with managing their mental health and well-being.	We started this project last year after having noticed an increase in the numbers of parents seeking help with their child's mental health/anxieties. We were part of Pilot for Swindon Trailblazer Project for establishment of Mental Health Practitioners in conjunction with Barnardos.	Deputy Head will be school lead and liaise with Trailblazer. Criteria applied to children selected	DHT	April 2021
Identified children to have additional support from Intervention Team in order to close gaps and prevent underachievement. PPG Leads to meet regularly with children in order to establish relationships	To support PPG children academically so as to prevent underachievement To raise self-esteem and confidence	We have a number of PPG children who are at risk of underachieving. Those identified benefit from additional small group support or 1:1 support with the Intervention Team. A key focus is the acquisition of vocabulary and filling in gaps in their understanding.. It will also enable the children to be more confident in class and raise their self-esteem.	DHT will monitor the progress of the children. PPG Team will meet with the children regularly to build up relationship.	DHT Intervention Team	February 2021
Build up relationships between parents and school. Regular contact will ensure a good working relationship and enable them to act as a facilitator between home and school.	To support children and parents in managing anxiety and behaviour To support parental engagement with school	There is an increase in the numbers of parents seeking help with their child's anxieties and behaviour. We hope that having a Pastoral Support worker available full time, and visible to parents on the playground, will encourage some of the harder to reach parents to engage with school.	Pastoral support worker in school daily specifically targeted at individuals to raise self-esteem and teach social skills. Also enables issues, both inside and from outside of school, to be dealt with as and when they occur. Pastoral Support will liaise with DHT	SMT	April 2021

<p>All classes will have quality first teaching for all. Class based staff to know who PPG children are in class. Their books to be marked first and any gaps in their learning to be targeted in class. PPG children to be considered for Target groups and will be subject of discussion and monitoring in Progress Meetings.</p>	<p>To ensure quality first teaching for all to enable children to make at least expected progress from their individual starting points.</p>	<p>There is a gap between PPG and non PPG children attaining age related expectations. We want to ensure that they make at least expected progress from their individual starting points.</p>	<p>Target group monitoring Progress Meetings 3x year Book looks</p>	<p>SLT</p>	<p>March 2021</p>
<p>Subsidise so that all children to have access to a full range of activities, (swimming/trips) with substantial support for residential visits (Years 4 and 6). Continue partnership with Prime Theatre to enhance Speaking and Listening skills at FS2 and KS1. Activ8 club to target engagement with KS2</p>	<p>To provide rich and stimulating activities and experiences that build on our curriculum and promote independence and responsibility. To promote stronger links through the curriculum giving the pupils invaluable first hand experiences.</p>	<p>No child will be penalised and not able to afford to go on school residential visits. We want to ensure that we provide a range of rich experiences for all our children. On entry there is low attainment with Speaking and Listening.</p>	<p>PPG children attend residential in Y4 and Y6. PPG children in Y3 go swimming. No PPG child misses out on any school trip.</p>		<p>April 2021</p>

<p>Educational Psychology support purchased from Swindon LA to meet the needs of students (often PP) who are without SEN funding.</p> <p>Parent Support Advisors to work with children and families to support both at home and school.</p>	<p>To be able to identify barriers to learning and progress</p> <p>To be able to support families with managing behaviour and encouraging good routines</p>	<p>The main barrier this will be addressing is meeting age appropriate standards and being in line with national at the end of each key stage or ensuring pupils make good progress from their starting points. The reason for this approach is to enable personalised learning to remove barriers to their learning and progress.</p> <p>The main barriers this will be addressing are pupil welfare, meeting social and emotional needs, self-esteem.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, and general anti-social activities.</p> <p>Sutton Trust identified that behavioural interventions = 4months+</p>	<p>SENDCo will identify children who would benefit from this support and liaise with Lighthouse and parents.</p> <p>Regular meetings with professionals and parents. Monitor the child's progress.</p>	<p>SENDCo</p>	<p>Feb 2021</p>
<p>Continue to run Story Time Phonics across EYFS and KS1. Run training for TAs including those in Y3. Year 2 pupils to receive additional intervention prior to their Dec assessment.</p>	<p>To ensure attainment on Phonics Test meets at least national average.</p>	<p>Attainment in Year 1 Phonics assessment has been slightly below national for the past 3 years.</p>	<p>Invite specific parents to targeted workshops so that they can recognise the importance of phonics and have a better understanding of how to support their child at home. Monitor the children's progress closely through the year.</p>	<p>AHT for FS2 AHT for KS1</p>	<p>Feb 2021</p>
Total budgeted cost					<p>£60500</p>

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Invite specific parents on individual or small group basis to look at their child's work alongside their child. Help parents to see what their child is doing well and what they might need support with and how they can help this	To enable parents to be engaged in their child's learning	We have identified some families where creating stronger and more effective home school links will benefit the self-esteem of the child. Often parents, particularly if they themselves did not have positive experiences at school, can feel intimidated or anxious about coming into school in larger groupings and feel they are being judged	Allocate a key figure to work with each family to build up a relationship. Use Parent Support Advisor as a 'go-between' to build links between home and school.	DHT	April 2021
Class teachers to monitor and raise any concerns with AHTs regarding absence or patterns of days off. Support put in place for those families who are struggling to ensure regular attendance.	To raise attendance of PP children to at least 95% +	Attendance has a big impact on children's attainment. We need to ensure that children's absence is genuine and work with families that may have difficulties	School Office and DHT to monitor absence. Meeting to be held for children who have significant lates or non-attendance so that support can be put in place. Involve Pastoral Support within school and EWO and other agencies as required	DHT	April 2021
Total budgeted cost					£3000