

Pupil premium strategy – Abram Bryn Gates

1. Summary information					
School	Abram Bryn Gates				
Academic Year	2018/19	Total PP budget	£87,980	Date of most recent PP Review	03/19
Total number of pupils	173	Number of pupils eligible for PP	60	Date for next internal review of this strategy	09/19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	36%	70%
progress in reading	-4.12	0.31
progress in writing	-4.16	0.24
progress in mathematics	-2.92	0.31

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.	Poor language acquisition due to limited experiences in early childhood and beyond
B.	Below average progress and attainment for the disadvantaged pupils in reading, writing and maths at Key Stage 2
C.	Social, emotional and behavioural barriers to learning
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved speech and language acquisition in the Foundation Stage	Good progress demonstrated from baseline assessment using SALT programme

B.	Progress for disadvantaged pupils is at least in line with national average. Gap is closing between disadvantaged pupils and other pupils in every year group.	Every year group shows the in school gap is closing and is in line with national by the end of year 6
C.	Improved resilience and perseverance in disadvantaged pupils with a reduction in serious behaviour incidents leading to improved behaviour for learning. (Improved mental toughness)	Assessments show improvements in mental toughness. Improved logging process and reduction in incidents in the more serious cases
D.	Improved attendance of disadvantaged pupils which is currently 92%	Improved attendance of disadvantaged pupils. Gap closed between PP and Non PP groups

5. Planned expenditure

Academic year

2018/19

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?
Bar modelling CPD for all staff	Maths progress for disadvantaged pupils is at least in line with national other	Use of bar modelling proven to improve visualisation and reasoning skills. Application of skills in a variety of ways.	Whole staff training Work scrutiny Lesson observations Drop-ins	LG	Termly analysis £1000

Refresh use of Big Maths across school	Maths progress for disadvantaged pupils is at least in line with national other	Maths mastery is an effective method to teach maths – EEF Provide consistent approach for staff to ensure improved quality of teaching	Staff CPD sessions across the year Monitoring as above	LG	Termly analysis
Implement a consistent approach to teaching reading from Y1-Y6	Reading progress for disadvantaged pupils is at least in line with national other	Previous approaches were inconsistent. Whole class sessions provide challenge for all groups. Allows for effective progression in learning across the school.	Staff CPD sessions on new approach Modelled sessions Monitoring as above	NL	Termly analysis
Embedd quality writing journey-consistent approach from Y1-Y6	Writing progress for disadvantaged pupils is at least in line with national other	Previous approaches were inconsistent. Re-defining what quality teaching of writing looks like, focusing on rich texts and high quality modelling.	Staff CPD using Alan Peat sentence types, Talk for Writing and Mighty Writer. Modelled sessions Monitoring as above	NL	Termly analysis
Total budgeted cost					£10,000
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 implementation?

Additional teacher in Y6	Improve % of disadvantaged pupils who achieve RWM combined expected standard and greater depth	Standards have historically been variable by the end of KS 2. Year 6 teacher is an RQT – additional teacher is experienced in Year 6 Small group and 1:1 support for catch up is effective - EEF	Shared planning, effective use of data and daily assessment – bespoke solution	LG	Weekly review in class – half termly data analysis
Additional TA in Y4	Improve % of PP pupils achieving EXS in RWM combined	Historically lower KS 1 results, current PP/nonPP gap is widest in KS 2. Large group of lower ability pupils.	Class teacher to monitor standards. Progress meetings to discuss group specifically	Class teacher NL	Half termly review
Coaching programme	Improve quality of teaching	High quality of teaching has the biggest impact on standards	Part of School Improvement Fund programme with LA – monitored externally	NL/LG	Half termly via LA monitoring £11,000 funded by LA
Breakfast club boosters for Y6	Improve % of disadvantaged pupils who achieve RWM combined expected standard and greater depth	Provide additional support outside the school day for vulnerable children	Target specific children- link to clear expectations. Bespoke plans	NL/LG	Weekly review – bespoke arrangements

Speech and Language programme in EYFS	Improve C&L development of EYFS disadvantaged pupils	Lower speech and language acquisition for PP EYFS children on entry SALT programmes proven effective in closing gap	Weekly groups delivered by TA – monitored by class teacher	EB	Half termly review
Total budgeted cost					£55,000
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 implementation?

<p>Employ Pastoral Manager</p> <p>Attendance monitoring – working with targeted families</p> <p>Referral process – provision identification, implement Boxall assessment and plans</p> <p>Implements PSPs with LA support</p> <p>Introduce CPOMS</p>	<p>Improve attendance and punctuality of disadvantaged pupils.</p> <p>Improved SEMH of identified disadvantaged pupils.</p> <p>Improved communication and monitoring</p>	<p>Attendance has been below national for a number of years</p> <p>Punctuality issues affect standards</p> <p>Poor attitudes to learning for some pupils lead to lower standards by the end of KS 2</p>	<p>Monitored by HT and DHT</p>	<p>JC</p>	<p>Termly review</p>
<p>LA attendance support once per month</p>	<p>As above</p>	<p>As above</p>			
Total budgeted cost					£20,000

Review of expenditure																																					
Previous Academic Year		2018/19																																			
Desired outcome	Chosen action / approach	Estimated impact			Lessons learned (and whether you will continue with this approach).																																
Improved speech and language acquisition due to limited experiences in early childhood and beyond.	SALT programme	<table border="1"> <thead> <tr> <th colspan="5">SALT Intervention</th> </tr> <tr> <th>Child</th> <th>Baseline Assessment</th> <th>End Of Year Assessment</th> <th>Expected Progress (Number of Steps)</th> <th>Progress Made (Number of Steps)</th> </tr> </thead> <tbody> <tr> <td>A (PP)</td> <td>22-36 months</td> <td>Expected-ELG</td> <td>6</td> <td>8</td> </tr> <tr> <td>B (PP)</td> <td>22-36 months</td> <td>Emerging-ELG</td> <td>6</td> <td>7</td> </tr> <tr> <td>C</td> <td>22-36 months</td> <td>Expected-ELG</td> <td>6</td> <td>8</td> </tr> <tr> <td>D</td> <td>22-36 months</td> <td>40-60 months</td> <td>6</td> <td>6</td> </tr> </tbody> </table>				SALT Intervention					Child	Baseline Assessment	End Of Year Assessment	Expected Progress (Number of Steps)	Progress Made (Number of Steps)	A (PP)	22-36 months	Expected-ELG	6	8	B (PP)	22-36 months	Emerging-ELG	6	7	C	22-36 months	Expected-ELG	6	8	D	22-36 months	40-60 months	6	6	The programme is judged as being successful and will form part of the Pupil Premium Strategy for future cohorts in EYFS where children are identified as having lower than expected language acquisition at the beginning of the year.	Cost
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<p>All of the children that followed the intervention programme made at least expected progress with 3 out of the 4 making accelerated progress. Both the PP children made accelerated progress. 50% of the children involved moved from baseline assessments that were below age related expectations to age related expectations.</p>																																					

<p>Progress for disadvantaged pupils is at least in line with national average. The gap is closing between disadvantaged and other pupils in every year group.</p>	<p>Bar Modelling CPD</p> <p>Renewed emphasis on basic skills in maths using Big Maths.</p> <p>Working towards a consistent approach to reading from Y1-Y6</p> <p>Embed a quality writing journey with a consistent approach from Y1- Y6.</p> <p>Additional teacher in Y6</p> <p>Additional teacher in Y4</p> <p>Coaching Programme</p> <p>Breakfast Club booster for Y6</p>	<p>Analysis of KS2 results for 2017/18 and 2018/19 shows that in writing the overall percentage of pupils reaching EXS has increased by 12%. The gap between PP and others has decreased by 12% and the gap between the school and national has decreased. In reading the gap between PP and others remains the same and the gap between PP and national has widened. Also, in mathematics, the percentage attainment remains the same while the gap between PP and others has significantly increased- as has the gap between school and the national.</p> <p>Internal data however,(NFER tests) show figures in line with the national KS1 and KS2 for maths and reading. All KS1 classes and Y6 have attainment in line with National figures in writing, with the gap narrowing between the school and the national in Y 3 and Y4.</p> <p>Gaps between the PP group and the Non PP group are narrowing with only isolated cohorts showing large gaps in some subjects.</p>	<p>It is important to continue to raise standards for all across the curriculum but special care needs to be taken to ensure that as new initiatives are put into place, care must be taken to ensure that strategies are appropriate for PP children or that other strategies and plans are also in place to allow all children to benefit. It will be important to focus on accelerating progress and raising standards for PP particularly in writing.</p>	
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<p>Improved resilience and perseverance in disadvantaged pupils with a reduction in serious behaviour incidents and improved behaviour for learning. (Improved mental toughness)</p>	<p>Employ Pastoral Manager</p> <p>Implements PSPs with LA support</p> <p>Mental Toughness activities introduced.</p>	<p>In KS2, two classes took part in a Mental Toughness programme as part of the SSIF project.</p> <p>An initial questionnaire was completed as a baseline assessment of resilience and positivity. Each class took part in activities several times a week, which were designed to develop capacity in these areas and at the end of the year the questionnaires were completed once more. The analysis of the progress made has not yet been received by school but staff involved in the project spoke positively about the impact of the initiative on the attitudes of children. Also, pupils that were question spoke of feeling more able to cope with difficult things and able to keep on working when work was challenging.</p> <p>A summary of the whole project attributed success of the programme, when use of the activities was reinforced by a whole class/ or school awareness and encouragement of a mental toughness attitude.</p>	<p>It is clear that the promotion of mental toughness and a whole culture of its development is something that should be focussed upon in school.</p> <p>Where gaps have widened between attainment for PP groups and others, and PP children have failed to benefit as much from initiatives which have raised standards for others, the need for developing mental toughness is clearly greater.</p>	
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Improved attendance of disadvantaged pupils.

Employ Pastoral Manager

Attendance monitoring – working with targeted families

Implements PSPs with LA support

Introduce CPOMS

LA attendance support once per month

All proposed actions have been carried out and the impact on attendance has been positive.

	Whole School	PP	Not PP	Gap between PP and None PP
2017/2018	94%	92%	96%	4%
2018/2019	96%	95%	97%	2%

Percentage attendance for all children has increased by 2%.
 Percentage attendance for non PP has increases by 1%.
 Percentage attendance for PP children has increased by 3% , which has narrowed the gap between PP and others by 2%.

Strategies that have been put in place to increase attendance have been successful and will continue to be used to continue to narrow that gap between PP and others.

The Pastoral Manager will ensure that attendance of PP children is monitored as a group and targeted support is in place for all children whose attendance is causing concern.