

A	B	C	D	E	F	G	H	I	J	K	L	
1	Abbotswood Junior School Pupil Premium Spending Plan 2016-17							Total funding received £168380				
2	September 2016 – July 2017 Objective	Amount	Resource	Pupils benefiting	EEF toolkit area	Expected impact? (EEF data)	Comments		Mid Year Review	Jul-17 End of year review What impact has this made?	Monitoring Thoughts for next year	
3	1 To work with individual children to increase their engagement both socially and in learning and involvement in target setting and achieving goals	0	Senior staff act as 'Feedback Partners' to groups of PP children in each year group (HT, 2 x DHT, Year 3 Learning Mentors and 2 x Sports Coaches)	30	Metacognition and self-regulation	8 Months+	Engaging learners and looking at learning from the perspective of a Pupil Premium Learner. They will be 'champions' for that child at school.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	The gap has narrowed in 12/16 core subjects. Where the gap hasn't narrowed e.g. maths in Year 6, 97% of PP pupils has expected or better progress and in Year 4 reading, 94% of PP pupils are making expected or better progress, Year 3 reading, 85% of PP pupils made expected or better progress.			
4	2 Increase engagement in learning and with parents.	0	System for feedback and marking which includes specific direction for DIRT time and checking of pupils' responses. PP pupils' work outcomes are always marked first.	All	Feedback and marking	8 Months+	Feedback redirects or refocuses the teacher's actions to achieve a goal, by aligning effort and activity with an outcome.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	Every year group had at least a 10% increase in attendance of PP parents at Parents' Evening from earlier in the year with Year 5 increasing by 28%			
5	3 Improved self-regulation	3500	ELSA/teacher work with LAC using Hampshire PEP Toolkit which recognises they have the ability to achieve and teaches strategies to support this. Also CiC activities, clothing and resources etc.	Any LAC children	Metacognition and self-regulation	8 Months+	Finding barriers to learning for children not making appropriate progress and teaching strategies for success.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	As above			
6	4 Increase staff's and children's understanding of how their effort and mindset can improve their progress across the curriculum.	0	Whole school INSET on tackling the inequalities for Pupil Premium learners as individuals October 2016.	All	Metacognition and self-regulation	8 Months+	Increasing aspirations for staff of Pupil Premium learners and ensuring they understand their role in developing learning relationships to promote aspiration.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	As above			
7	5 5 teaching coaches to improve quality of teaching and learning. Link in Performance Management to teachers and LSAs accountability for vulnerable groups.		Funding for teaching coach support (proportion of salaries)	All	Metacognition and self-regulation	8 Months+	The key to success for all learners, but especially Pupil Premium pupils, is Quality First Teaching and being actively involved in their own learning.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	As above			
8	6 Ensure all staff are accountable for achieving expected progress	0	Skills audit of LSAs followed by individual training (including coaching as 'mini teachers') to ensure all LSAs are moderated 'good' or better. Teachers' planning includes LSA responsibilities in terms of discussing, modelling and application of new skills. LSAs undertaking interventions are responsible for recording and tracking progress, under the supervision of the Inclusion Manager	All	Metacognition and self-regulation	8 Months+	To ensure Quality First Teaching for pupils, our approach to Assessment for Learning focuses on moving children on in their learning quickly and successfully. Both the teacher and LSA in class need to be adept at modelling, scaffolding and checking application of learners' skills and know how to progress children effectively.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	As above			
9	7 Improve outcomes in writing for WEB Team members	0	WEB Team stands for Writing Engaging Boys. This is a targeted support for boys in year 3/4 who are struggling/stuck in their writing level. They have an older (Yr 5/6) 'buddy' who helps them with their targets, looks at their work and brings their work along so the younger boys can see some great examples of writing	20	Peer tutoring	6 Months+	Cross-age tutoring has been very successful in moving learners forward (both the tutor and the tutee)	The gap between PP and non PP children is narrowed in writing at each assessment point.	As above			

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10	8	Provide support through well-resourced and staffed Room 5 and Rockets' Room to meet the needs of vulnerable children throughout the school day	1500	Provision for materials and equipment for Rockets (Learning Mentors in Year 3 base) and ELSA rooms	Various PP	Social and emotional learning	4 Months+	Children have art and DT resources to ensure a balanced and holistic curriculum	Children's emotional literacy improves in order to access learning (Boxall profiles/ELSA assessments)	Pupils receiving ELSA support made better progress than their peers in 9/13 core areas.		
11	9	Provide 2 ELSAs plus 'drop-in' facility for Emotional Literacy Support during lunchtimes	41879	Funding towards ELSAs	All	Social and emotional learning	4 Months+	Finding barriers to learning for children not making appropriate progress and teaching strategies for success.	Children's emotional literacy improves in order to access learning and make the same or more progress than all children	Pupils receiving ELSA support made better progress than their peers in 9/13 core areas.		
12	10	To work with families and children to ensure that pupils attend school and access learning	3735	Funding for Parent Support Advisor 6 hours a week	30	Social and emotional learning	4 Months+	Individual and group support for parents of children whose behaviour may be challenging or concerning or where family circumstances create a barrier for learning. Key target this year is supporting attendance.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	The gap has narrowed in 12/16 core subjects. Where the gap hasn't narrowed e.g. maths in Year 6, 97% of PP pupils has expected or better progress and in Year 4 reading, 94% of PP pupils are making expected or better progress, Year 3 reading, 85% of PP pupils made expected or better progress.		
13	11	Increase number of PP children participating in clubs and increase the provisions of before school, lunchtime and after-school clubs	25078	Funding for Sports Coach	150	Sports participation	2 Months+	Sport plays a major part in engaging pupils at Abbotswood. We are targeting PP pupils to join clubs and teams, especially before school to ensure they are punctual. Parents are telephoned individually to invite their children.	The percentage of PP children in clubs is maintained or increased.	47% of Pupil Premium pupils attended extra sports clubs in the Autumn Term 2016 and 58 % in the Spring Term.		
14	12	Increase engagement in learning.	500	Provision of milk for any FSM child who would like it	As required	NA	NA	This is a statutory requirement.	Any child entitled to receive free milk, receives free milk	Ongoing		
15	13	To give 'justice' to PP children within quality first teaching to ensure they keep up with their peers.	0	Justice blocks - best practice toolkit with marking evidence	All	NA	NA	To enable the PP pupils to achieve, we have a system of 'Justice Blocks'. This refers to a system we have in school to balance out inequalities.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	The gap has narrowed in 12/16 core subjects. Where the gap hasn't narrowed e.g. maths in Year 6, 97% of PP pupils has expected or better progress and in Year 4 reading, 94% of PP pupils are making expected or better progress, Year 3 reading, 85% of PP pupils made expected or better progress.		
16	14	To ensure key PP children are identified and a triangulated approach to ensuring their gaps are closed - Pupil Progress Meetings, Performance Management, year leader support and coaching.	0	Class Pyramids completed by teachers after each assessment point. These highlight PP pupils for special consideration. Termly year leader reports identify key PP children so they can be supported within coaching and work sampling etc.	All	NA	NA	Teachers and LSAs need to have a very good knowledge of the needs of their PP pupils so they achieve their potential.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	As above		
17	15	To ensure PP children receive extra support to fill gaps in maths knowledge and understanding.	0	1:3 teacher/pupil ratio maths boosters over a 9 week period (staff meeting time)	90	Small group tuition	4 months +	Data shows gaps in maths knowledge for PP children is preventing them from achieving as highly as their peers.	Progress for these children is accelerated in comparison with their peers.	100% of children attending boosters made expected or better progress and 38% greater than expected progress.		
18	16	To ensure that the progress of disadvantaged pupils is high priority and raise awareness	23555	Proportion of Pastoral Deputy Headteacher salary	All	NA	NA	DHT will line manage PP Champion.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	As above		-
19	17	To ensure that the progress of disadvantaged pupils is high priority and raise awareness	4968	Proportion of PP Leader salary costs. Organise new initiative to involve parents more in school and learning - Wheel of Achievement.	All	Parental involvement	3 Months +	Some parents find it difficult to come into school and we want all parents to feel part of the learning community	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	As above		
20	18	To ensure that the progress of disadvantaged pupils is high priority and raise awareness	2500	Training for staff re closing gaps between PP and non PP pupils e.g. 7 day 'Hard to Teach' course and finance for visiting other school to share good practice	All	NA	NA	Despite our best efforts, there is still a learning gap so increased staff knowledge of how to close the gap is essential	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	As above		
21	19	Improve Learning Behaviours of children and develop better parental engagement to promote learning	36009	LSAs working alongside individual children to support with learning and contacting parents on a regular basis (inside and outside of class).	All	Parental involvement	3 Months +	Some parents find it difficult to come into school and we want all parents to feel part of the learning community	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	As above		

