

## Pupil Premium Strategy Statement Abbotswood Junior School

1. Summary information					
<b>School</b>	Abbotswood Junior School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	<b>£192,000</b>	<b>Date of most recent PP Review</b>	April 2015
<b>Total number of pupils</b>	596	<b>Number of pupils eligible for PP</b>	162 (27.2%)	<b>Date for next internal review of this strategy</b>	March 2021

2.	3.		
		<i>Pupils eligible for PP at AJS</i>	<i>Pupils not eligible for PP at AJS</i>
<b>% achieving expected standard (ARE) in reading, writing and maths</b>		61%	77%
<b>% making expected progress in reading</b>		69%	83%
<b>% making expected progress in writing</b>		72%	87%
<b>% making expected progress in maths</b>		72%	88%

4. Barriers to future attainment (for pupils eligible for PP, including looked after (LAC) and post looked after children (PLAC))		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Attendance	
<b>B.</b>	Low language skills and vocabulary	
<b>C.</b>	Social and emotional health potentially negatively affecting access to learning and progress.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Parental engagement	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher percentage of PP attending school/ Lower number of persistent absentees in PP cohort	Increase in attendance for PP children from 2019-2020.
<b>B.</b>	Higher percentage of PP children achieving expected and greater depth Higher percentage of PP children making expected progress and greater than expected progress	Increase from 2018-19 Percentage of PP children achieving expected and greater depth and PP children making expected or greater than progress is higher than 2019-2020. To engage children with reading to encourage a wider vocabulary amongst PP children.

<b>C.</b>	PP children's learning is supported by increasing social and emotional health	PP children have positive levels of social and emotional health. Those receiving ELSA support have an increased positive levels of emotional and social well-being reported on ELSA graphs.
<b>E.</b>	Higher percentage of parents attend events targeted at parents, respond to messages via Arbour and sign reading diaries.	Higher percentage of PP parents attending events (when Covid safe) Higher percentage of PP parents contacted by staff
<b>F.</b>	To improve the percentage of PP children participating in Times Table Rock stars.	Higher percentage of PP children participating in Times Table Rock stars.
<b>G.</b>	To improve the percentage of PP children reading in school to another adult to improve vocabulary.	Higher percentage of PP children reading to improve vocabulary.
<b>H.</b>	To provide PP children with the experience of cultural capital activities. NB Partially restricted due to Covid risk assessment	Increase the number of activities (hook day, trips, outcomes etc)

#### 6. Planned expenditure

<b>Academic year</b>	£192,000
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>To raise achievement and progress for Pupil Premium pupils</p> <p>To close the achievement gap</p>	<p><u>Monitor use of high quality feedback</u>  <b>EEF Toolkit Feedback + 8 months</b></p> <ul style="list-style-type: none"> <li>• High impact marking across all classes.</li> <li>• Monitor books to ensure that all staff are consistently catering for PP children.</li> <li>• Ensure staff are marking PP books first and putting spotlight on PP children.</li> <li>• Collate examples of best practice to help new teachers.</li> <li>• New teacher training.</li> <li>• Monitor use of praise, VF marking. Ensure VF are being used to challenge misconceptions and challenge children.</li> <li>• Monitor how PP children are supported with concepts where they have to be self-critical (for example self-evaluations and setting targets).</li> <li>• Use book scrutiny to ensure all staff are consistently monitoring PP children needs through differentiation and potentially pre teaching for class work.</li> </ul> <p><u>Effective lessons</u>  Develop a secure understanding of what an effective lesson that successfully caters for Pupil Premium needs.  Quality first teaching driven by cutbacks based on constant flexible AFL and feedback.</p> <p><b>EEF Toolkit With-in class attainment grouping +3 months.</b></p> <p>SS to share what CG was working on last school year with SLT and Year leaders the elements expected in lessons that are specific to PP needs.</p> <p>Gather examples of best teaching and learning practice to be shared and celebrated in staff meetings.</p> <p><u>Engagement in lessons</u>  Discuss as a team strategies to engage PP learners.</p> <p>Work with SENCO, LSAs and support staff to develop strategies to engage PP children.</p>	<ul style="list-style-type: none"> <li>• Consistent implementation of positive marking policy of PP children’s work raises their self-esteem and fosters a ‘love of learning’. (Where possible due to Covid.)</li> <li>• Best practice samples used to help new teachers.</li> <li>• Best examples also showcase PP children taking pride in their work.</li> <li>• New teachers are confident with marking scheme and expectations. Ensures consistent approach school-wide.</li> <li>• Use of VF for PP ensures children feel their work is valued and have instant feedback.</li> <li>• High expectations raise aspirations.</li> <li>• Using different strategies to help PP overcome barriers to learning creates productive discussion with them. This shows children their personal targets which subsequently creates independent learners.</li> <li>• Ensures teachers are aware they are accountable for PP attainment and progress, and that feedback is key to this.</li> <li>• Effective lessons will be planned and delivered in literacy, maths and topic across the school.</li> <li>• Consistent expectations and consistent approach will have a greater long term impact</li> <li>• Sharing best strategies for engaging reluctant PP learners means all</li> </ul>	<p>Termly learning walks and book monitoring</p> <ul style="list-style-type: none"> <li>• Year Leader monitoring in team meetings</li> <li>• PP leader monitoring</li> <li>• SLT</li> <li>• Subject leader monitoring</li> </ul> <p>Governor monitoring through Curriculum and Standards Committee</p> <p>Teaching coaches during coaching sessions (all staff)</p> <p>Peer coaching.</p> <p><u>Spending:</u>  <b>£25,000</b>  Proportion of Pastoral Deputy Head salary  <b>£8000</b>  Proportion of teaching coach salary  <b>£6000</b>  Proportion of Welfare &amp; Health Officer salary  <b>£95,000</b>  Proportion of LSA salary budget</p>	<p>SS (PP Lead)</p>	<p>Post assessment point 1, 2 and end of year.</p>
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	<p>Monitor how LSAs are being used to support PP children in class interventions.</p> <p><u>Coaching</u> Funding to release experienced staff to coach others 2 days a week. Link coaching targets to Performance Management for teachers and LSAs accountability for vulnerable groups.</p> <p>Provision maps created by class teachers to map the current provision for PP children in class.</p> <p><b>EEF Toolkit With-in class attainment grouping +3 months.</b></p> <p><u>School ethos – STARS values</u> School ethos developed which also aims to support greater engagement in learning. PP children and peers recognised for the values they demonstrate around school and in learning. Recognised through bands and positive marking.</p> <p><b>EEF Toolkit Social and emotional learning +4 months.</b></p>	<p>practitioners are supported in professional development.</p> <ul style="list-style-type: none"> <li>• Sharing best practice for challenging PP children and providing high impact next steps means all practitioners are supported in professional development.</li> <li>• Use of adult intervention has high impact upon targeted children.</li> </ul>			
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**Total budgeted cost    £134,000**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To raise PP children's aspiration and engagement	Funding for Sports Coach.  Sports Coaches and class teachers to contact parents of PP children to encourage engagement in clubs. <b>EEF Toolkit Sports Participation +2 months.</b>	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. (Where possible due to Covid.)	PP children will be tracked for their participation in clubs termly. (Where possible due to Covid.)	MM, MP, CF  <u>Spend ing:</u> <b>£22,000</b> Coach es	July 2021

<p>To raise achievement and progress for Pupil Premium pupils</p> <p>To close the achievement gap</p>	<p><u>Interventions</u> Use afternoon interventions to target PP children in specific areas (when Covid safe) Learning Mentor interventions provided by peers (when Covid safe)</p> <p><b>EEF Toolkit Metacognition and Self-regulation +7 months; EEF Toolkit Peer Tutoring + 5 months;</b></p> <p>Specific PP focussed interventions (SS/ CF/ JJ) <b>Social and Emotional learning +4 months; Reading Comprehension Strategies EEF Toolkit + 6 months; Small Group Tuition EEF Toolkit + 4 months.</b></p> <p>LSAs to have PP role across school. These LSAs to have specific focus for PP children and target children for a half term from reading comprehension, maths and literacy. Focus generated from Year Leader reports, class teacher discussions and data analysis.</p> <p>LSA providing 2 afternoons per week to target focus children</p> <p>Year 6 LSA (CF) to have specific Year 6 focus based on baseline tests and results of AP. Focus to change depending on needs of the cohort. Intervention occurring weekly.</p> <p>Weekly Book Bingo comprehension activities club led by the Librarian for one PP child from every class. (Where possible due to Covid.)</p>	<p>Result will be targeted interventions with quick activities. Result being that PP children have a chance to diminish the difference between their attainment and non-PP children in literacy and maths.</p> <p>Intervention time will provide PP children with positive interactions in school and to develop relationships with adults beyond their class teacher and class LSA.</p>	<p>Phase/ Year Leaders will evaluate the impact of interventions then review.</p> <p>Trial undertaken in Year 5 Autumn 2 will provide template for other year groups.</p>	<p>SS FB</p> <p><u>Spend ing:</u> <b>£8,000</b> Target ed Interventions</p> <p><b>£3,500</b> Proportion of Librarian salary</p>	<p>After assessment points 1, 2 and end of year</p>
<p><b>£33,500</b></p>					

**Total budgeted cost**

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>PP children's learning is supported by increasing social and emotional health.</p>	<p>Room 5 provision of:</p> <ul style="list-style-type: none"> <li>• ELSA (4 days per week) for targeted support and drop-ins at break and lunchtimes. <b>Social and Emotional learning +4 months.</b></li> <li>• Behaviour Support Worker x 2(full time) for targeted support and drop-ins at break and lunchtimes. <b>EEF Toolkit + 3months; EEF Toolkit metacognition and self-regulation +7 months; Social and Emotional learning +4 months.</b></li> <li>• Resources (e.g. games, art and craft supplies, books)</li> <li>• Lunch Club</li> <li>• Breakfast Club provided for PP children and pick-up from mini-bus (on hold due to Covid)</li> </ul>	<p>ELSA and BSW prioritise PP children for support.</p> <p>SEMH issues prevent some of our pupils accessing learning or even attending school.</p>	<p>Case studies from Parent Support Advisor</p> <p>LSA Case Studies</p> <p>ELSA/ Behaviour Support Worker Assessment Graphs</p> <p>In January, PP Lead and DHT to monitor Room 5 Assessment Graphs.</p>	<p>SS FB</p> <p><u>Spend ing:</u> <b>£5000</b></p> <p>Proportion of ELSA salary <b>£1000</b></p> <p><b>0</b></p> <p>Proportion of Behaviour Support Worker salary</p>	<p>July 2019 data shows that there was a 20.5% increase in the average scores relating to the 5 areas targeted (emotional awareness, social skills, friendship skills, self-esteem and anger management)</p>
<p>Parents of PP children are supported to ensure that their child's learning is supported.</p>	<p>Funding for Parent Support Advisor 15 hours a week.</p> <p>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 and punctuality.</p> <p>Office staff contact PP parents and make Parents' Evening appointments. <b>EEF Toolkit Parental Engagement + 3 months.</b></p> <p>Teachers make positive contact with all PP parents in first half term (Autumn 1). The contact will <b>EEF Toolkit Parental Engagement + 3 months</b></p>	<p>Supporting parents of vulnerable children with attendance, statutory Children's Services involvement, behaviour management, parenting, managing children with high anxiety, domestic abuse issues etc.</p>		<p>SS FB</p> <p><u>Spend ing:</u> <b>£7500</b></p> <p>Proportion of Parent Support Advisor salary</p>	

	<b>EEF Parental Engagement project (Texting parents) + 1 month</b>				
PP children's learning is supported by increasing social and emotional health.	Provision of Rockets Room staffed at break time and lunchtime for vulnerable pupils. This area provides opportunities for learning play skills and social skills. (Where possible due to Covid.) <b>EEF Toolkit Social and Emotional learning +4 months.</b>  Transition project conducted with Infant Schools. PP lead to liaise with Year 3 Phase Leader on the Transition project between year 2 and 3. PP children invited for a sports morning to introduce them to key Sports personnel and have a positive effect on social and emotional health by reducing anxiety about transition.	Increase positive learning behaviours and decreasing anxiety.		SS FB <u>Spend</u> <u>ing:</u> <b>£2000</b> Rockets Room staffing  SS MM/ MP/ EH	
Higher percentage of PP attending school/ Lower number of persistent absentees in PP cohort	Breakfast Club provided for disadvantaged pupils including mini-bus pick up. NB Currently on hold due to covid <b>EEF Toolkit Parental Engagement + 3 months.</b>	Persistent absenteeism is high amongst PP pupils. The aim is to reduce this through targeted support.	Increase in attendance for PP children from 2018-2019 (last full year of data)	SS FB  Spend ing:	
<b>Total budgeted cost</b>					<b>£24,500</b>

## 7. Review of expenditure

Previous Academic Year

2020-21

### 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
<p>To raise achievement and progress for Pupil Premium pupils</p> <p>To close the achievement gap</p>	<p><b>Quality teaching practice:</b> Personalised high quality feedback. Use of verbal feedback groups to address misconceptions and extend. Effective lessons using differentiation and cutback style of teaching. Coaching for teacher to ensure high quality teaching used.</p>	<p>PP leader has implemented that teachers send a positive email home to PP parents once a week to show aspirational work.</p> <p>LSA will read with PP children in the afternoons to boost their reading.</p> <p>LSA interventions focusing on a specific target.</p> <p>All teachers are aware of their PP children and always consider them as one of the main focuses in their teaching. They create effective and engaging plans to ensure high quality teaching and interaction time with these children.</p>	<p>PP leader to monitor progress going into 2021-2022.</p> <p>PP leader to collaborate with subject leaders to ensure they experience Cultural capital.</p> <p><b>Considerations:</b></p> <p><b>No data due to Covid</b></p>	<p><b>£134,000</b></p>
<p><b>ii. Targeted support</b></p>				
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

<p>To raise PP children's aspiration and engagement</p> <p>To raise achievement and progress for Pupil Premium pupils</p> <p>To close the achievement gap</p>	<p>Funding for Sports Coach.</p> <p>Interventions- provided by peers and adults.</p>	<p><b>No data due to Covid</b></p> <p><b>No data due to Covid</b></p>	<p><b>Abbotswood is going to give priority to PP children for clubs in 2021-2022 year.</b></p> <p><b>PP leader to phone parents personally to encourage them to sign their children up for a club.</b></p> <p><b>PP leader will go round each year group and ask each child individually about a club that they are interested in.</b></p>	<p><b>£33,500</b></p>
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<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>PP children's learning is supported by increasing social and emotional health.</p> <p>Parents of PP children are supported to ensure that their child's learning is supported.</p> <p>PP children's learning is supported by increasing social and emotional health.</p> <p>Higher percentage of PP attending school/ Lower number of persistent absentees in PP cohort</p>	<p>ELSA provision and behaviour support worker.</p> <p>Learning mentor interventions.</p> <p>Breakfast club</p> <p>Minibus pick up for focus PP children.</p>	<p>ELSA assessment data was not obtained due to Covid but individual data shows that the Room 5 ELSA provision was very successful both for children attending school during lockdown and those learning from home. Many parents commented on how gratefully they were for the online ELSA sessions and LAC interventions online sessions. We also sent resources home to support children's mental health and emotional wellbeing.</p> <p>Learning mentors could not run due to Covid 'bubbles'.</p> <p>Attendance was difficult to analyse due to the lockdowns when attendance was not mandatory. In Autumn 2019 there were 23 pupils who were Persistent Absentees and in Autumn 20 there were 24.</p>	<p>Room 5 ELSA provision will continue.</p> <p>The Learning Mentor initiative will continue as the benefit to both mentors and mentees was positive in the previous year.</p> <p>We will continue the approach for increasing attendance and add extra support for disadvantaged pupils via the Care Call system.</p>	<p><b>£24,500</b></p>
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## 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.