

Pupil premium strategy statement 2021-22

School overview

Metric	Data
School name	Abbotswood Junior School
Pupils in school	599
Proportion of disadvantaged pupils	27.2% (166 children)
Pupil premium allocation this academic year	£206,134
Academic year or years covered by statement	2021 - 2022
Publish date	March 2021
Review date	March 2022 (July 22 data)
Statement authorised by	Fiona Brocklesby – Deputy Headteacher
Pupil premium lead	Sam Swift
Governor lead	Sarah Hamblyn

Disadvantaged pupil progress scores for last academic year

Measure	2021 Score ARE+	2019 Score (v. National) ARE+
Reading	61%	68% (62%)
Writing	64%	74% (68%)
Maths	59%	72% (68%)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Higher than 69%
Achieving high standard at KS2	Higher than 9%

Priority	Measure	Activity
A	Higher percentage of PP children achieving expected and greater depth	<ol style="list-style-type: none"> 1) To ensure staff feel confident with understanding the needs of their PP children. 2) outcomes from EOY 2019-2020 to identify focus areas for development. 3) Analyse baseline data from Year 6 to create priority areas for these key year groups. 4) Analyse SATS papers and PP data to identify weaknesses for PP children and evaluate if any common trends and patterns exist.
B	Higher percentage of PP children making expected progress and greater than	<ol style="list-style-type: none"> 5) Ensure consistent quality first teaching delivered across the school for PP chn. 6) Timely feedback to staff about data trends and focus areas. 7) Support staff to deliver targeted support for PP children. 8) Summative data analysed to provide picture of attainment and progress. 9) Teachers to email PP lead pictures of examples of best practice to create a display.

	expected progress	<p>10) Learning walk to assess whether a consistent approach of quality first teaching is embedded across the school</p> <p>11) Book and planning monitoring for appropriate differentiation and support.</p> <p>12) Learning walk and book monitoring to evaluate how teachers and LSAs use targeted support strategies (cutback and VF) based on data gaps.</p> <p>13) Book monitoring for effective and timely feedback to address misconceptions and provide extension.</p> <p>14) Learning walk observation to evaluate how PP children are engaged in learning</p> <p>15) PP Pupil Voice conducted to understand how children know whether they are successful and self-assessment strategies.</p> <p>16) Support staff to deliver targeted support for PP children.</p>
C	Improve attendance of PP pupils	<ol style="list-style-type: none"> 1. Analyse attendance data from 2020-2021 for trends and persistent absentees 2. LSAs to have attendance focus chn where vulnerable chn are a high priority. 3. Vulnerable chn priority for clubs when available. (Post-Covid) 4. PP Lead to conference with FB and other schools in attendance cluster about possible strategies to use <p>NB Covid has obviously affected attendance data as some children did not attend all year and during lockdowns, attendance was not mandatory.</p>
Barriers to learning these priorities address	Attendance Low language skills and vocabulary Parental Engagement	
Projected spending	£206,134	

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	<input type="checkbox"/> Achieve national average progress scores in KS2 Reading	September 2022
Attainment in Writing	<input type="checkbox"/> Achieve national average progress scores in KS2 Writing	September 2022
Attainment in Mathematics	<input type="checkbox"/> Achieve national average progress scores in KS2 Maths	September 2022
Other	<input type="checkbox"/> Improve attendance of disadvantaged pupils	September 2022

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>To improve the percentage of PP children reading in school to another adult to improve vocabulary.</p>	<ul style="list-style-type: none"> ● INSET training for all staff on value of rich vocabulary. ● Weekly Book Bingo comprehension activities club led by the Librarian for one PP child from every class. (Where possible due to Covid.) ● Teachers focus on reading with one PP child a week during ERIC lesson. ● Space Race - a reading incentive scheme in collaboration with parents
<p>Priority 2</p> <p>To improve the percentage of PP children participating in Times Table Rock stars.</p>	<p>Children are rewarded for accessing TTRS at home - house points.</p> <p>Spare Chromebooks allocated to PP children with no IT access at home.</p> <p>TTRS club for each year group has been set up for allocated days for PP children at break and lunch times to access if they can't access at home.</p>

<p>Priority 3</p> <p>Target individual and small groups of PP children with specific interventions directed by class teachers</p>	<p><u>Interventions</u></p> <ul style="list-style-type: none"> • Use afternoon interventions to target PP children in specific areas (when Covid safe) • Learning Mentor interventions provided by peers (when Covid safe) <p>EEF Toolkit Metacognition and Self-regulation +7 months; EEF Toolkit Peer Tutoring + 5 months; Specific PP focussed interventions (SS/ CF/ JJ) Social and Emotional learning +4 months; Reading Comprehension Strategies EEF Toolkit + 6 months; Small Group Tuition EEF Toolkit + 4 months.</p> <ul style="list-style-type: none"> • 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. LSA providing 2 afternoons per week to target focus children • 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>Barriers to learning these priorities address</p>	<p>Lack of vocabulary</p> <p>Lack of multiplication tables which underpin maths</p>
<p>Projected spending</p>	<p>£206,134</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <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"> • ELSA (4 days per week) for targeted support and drop-ins at break and lunchtimes • Behaviour Support Worker x 2(full time) for targeted support and drop-ins at break and lunchtimes • Resources (e.g. games, art and craft supplies, books) • Lunch Club <p>EEF Toolkit + 3months; EEF Toolkit metacognition and self-regulation +7 months; Social and Emotional learning +4 months.</p> <ul style="list-style-type: none"> • Breakfast Club provided for PP children and pick-up from mini-bus (on hold due to Covid) • 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.) <p>EEF Toolkit Social and Emotional learning +4 months.</p> <ul style="list-style-type: none"> • 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. • Funding for Sports Coach. Sports Coaches and class teachers to contact parents of PP children to encourage engagement in clubs. <p>EEF Toolkit Sports Participation +2 months.</p>
<p>Priority 2</p> <p>Parents of PP children are supported to ensure that their child's learning is supported.</p>	<ul style="list-style-type: none"> • Funding for Parent Support Advisor 15 hours a week. <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> <ul style="list-style-type: none"> • Parents' evening - office staff contact PP parents and make Parents' Evening appointments. <p>EEF Toolkit Parental Engagement + 3 months.</p> <p>Teachers make positive contact with all PP parents in first half term (Autumn 1). The contact will</p>

	<p>EEF Toolkit Parental Engagement + 3 months EEF Parental Engagement project (Texting parents) + 1 month</p>
<p>Priority 3</p> <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> EEF Toolkit Feedback + 8 months</p> <ul style="list-style-type: none"> • High impact marking across all classes. • Monitor books to ensure that all staff are consistently catering for PP children. . • Collate examples of best practice to help new teachers. • New teacher training. • Monitor use of praise • Ensure VF are being used to challenge misconceptions and challenge children. • Monitor how PP children are supported with concepts where they have to be self-critical (for example self-evaluations and setting targets). • Use book scrutiny to ensure all staff are consistently monitoring PP children needs through differentiation and potentially pre teaching for class work. <p><u>Effective lessons</u></p> <ul style="list-style-type: none"> • 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>EEF Toolkit With-in class attainment grouping +3 months.</p> <ul style="list-style-type: none"> • 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. • Gather examples of best teaching and learning practice to be shared and celebrated in staff meetings. <p><u>Engagement in lessons</u></p> <ul style="list-style-type: none"> • Discuss as a team strategies to engage PP learners. • Work with SENCO, LSAs and support staff to develop strategies to engage PP children. • Monitor how LSAs are being used to support PP children in class interventions. <p><u>Coaching</u></p> <ul style="list-style-type: none"> • 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. • Provision maps created by class teachers to plan/map the current provision for PP children in class. • SS will work closely with teachers to find strategies to engage the children in class. <p>EEF Toolkit With-in class attainment grouping +3 months.</p> <p><u>School ethos – STARS values</u></p> <ul style="list-style-type: none"> • 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 via through bands and positive marking. <p>EEF Toolkit Social and emotional learning +4 months.</p> <p><u>Learning mentors</u></p> <ul style="list-style-type: none"> • Year 5 PP children matched with Year 3 PP children for weekly sessions to address targets <p><u>Extra Year 3 literacy group</u></p> <ul style="list-style-type: none"> • Year 3 children (predominantly PP) to increase reading age so it is above 5 years in order to access the SEN layer of differentiation in class
<p>Priority 4</p> <p>To provide PP children with the experience of cultural capital activities. NB Partially restricted due to Covid risk assessment</p>	<p><u>Fresh Fridays</u></p> <p>All adults in school provide a session for pupils to develop their love of arts, science, physical activities e.g. art, cookery,judo, sign language etc.</p> <p>Pupil Premium are given first access to sports clubs and other clubs to encourage them to try something new.</p> <p>We have 166 Pupil Premium children, of whom 120 (72%) have booked a club. This includes non sports clubs and sports clubs.</p> <p>SS and KB (music teacher) have coordinated with SLT to provide PP children with the opportunity to go and see musical events around Southampton.</p>

	SS and year leaders ensure these new experiences are achieved from Hook days, outcomes and school trips. Year 3 go to Testwood Lakes, year 4 go to Stubbington and the Titanic Museum, year 5 go to Paultons Park and year 6 go to Osmington Bay and the art gallery.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Improving readiness to learn for the most disadvantaged pupils • Result being that PP children have a chance to diminish the difference between their attainment and non-PP children in literacy and maths.
Projected spending	£206,134

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To improve the quality of teaching and learning for PP children in literacy and maths and close the gap between PP and non-PP.	<ol style="list-style-type: none"> 1. Learning walk to assess whether a consistent approach of quality first teaching is embedded across the school 2. Book and planning monitoring for appropriate differentiation and support. 3. Learning walk and book monitoring to evaluate how teachers and LSAs use targeted support strategies (cutback and VF) based on data gaps. 4. Book monitoring for effective and timely feedback to address misconceptions and provide extension. 5. Learning walk observation to evaluate how PP children are engaged in learning 6. PP Pupil Voice conducted to understand how children know whether they are successful and self-assessment strategies. 7. Support staff to deliver targeted support for PP children.
Targeted support	To improve the quality of teaching and learning for PP children in literacy and maths and close the gap between PP and non-PP.	Interventions conducted by support staff and teaching staff to provide targeted support for vulnerable chn. LSA x 2 to have PP role across school. These LSAs to have specific focus for PP children and target children for a half term from maths or literacy. Focus created from Year Leader reports, class teacher discussions and data analysis.
Wider strategies	Social and emotional health potentially negatively affecting access to learning and progress	SEMH interventions. Room 5 and Elsa Support. Class teachers use provision mapping to identify these needs and set up appropriate interventions to support them.

Review: last year's aims and outcomes

Aim	Outcome (2020-21 Year 6 results)
Attainment in Reading	PP children: Reading ARE+ 61% GD 20%
Attainment in Writing	Writing

	ARE+ - 64% GD - 11%
Attainment in Mathematics	Maths ARE+ 59% GD - 16%
Emotional wellbeing (Room 5 ELSA)	83% of children improved their score in the pre and post intervention ELSA assessment
Improve PP attendance	11.6% of PP pupils were persistently absent NB These results are for a year when attendance was not always mandatory due to partial school closures.
Sports Premium	PP children were given first priority in choosing sports clubs. SS, sports coaches and office staff worked together to call parents and sign them up. 49 PP children have participated at competitions. Autumn term sports clubs: 78 PP children were attending clubs. Spring term sports clubs: 80 PP children were attending clubs.
Clubs across the school.	PP children were given first priority in choosing sports clubs. SS, sports coaches and office staff worked together to call parents and sign them up. We have 166 Pupil Premium children, of whom 120 (72%) have booked a club. This includes non sports clubs and sports clubs.

Covid Related School Funding

In the financial year April 2021- March 2022 we have received Covid related funding in various forms. This document explains how we have used that funding. For the purposes of the budget all funding mentioned here is coded to GL 6565 'Catch-up Funding'

Other Funding

Date	Funding name	Amount	Details
04.06.21	COVID19 CATCH UP GRANT 2020/21	£19,760	<ul style="list-style-type: none"> • Catch Up Premium - Guidance • Recovery Premium Funding - Guidance • School Led Tutoring - Guidance <p>Please see the links above for guidance on how the 3 types of funding can and should be spent. At Abbotswood we have made the decision to employ an additional teacher. In the first instance this has enabled us to have a 6th Y3 class, meaning all Y3 classes are smaller than usual, giving the children a better teacher to pupil ratio at a time when they need the most support. It has also allowed us to do the following: :</p> <ol style="list-style-type: none"> 1. Booster classes with the head of Y6 every Tuesday afternoon 2. Small group tutoring with our teaching coach 3. Experienced teacher to be released everyday for 1.5 hours to teach 14 Year 3 children who have a low reading age.
30.09.21	RECOVERY PREMIUM 2021/22	£5,075	
04.01.22	RECOVERY PREMIUM 2021/22	£5,002	
30.09.21	SCHOOL LED TUTORING 2021/22	£4,961	
04.01.22	SCHOOL LED TUTORING 2021/22	£4,843	
		Total = £39,641	

			<ol style="list-style-type: none"> 4. Year 5 teacher released for one afternoon per week to carry out small group teaching. 5. LSAs to do extra 1:2:1 Reading - each year group has 3 hours of LSA time for readers. 6. 1 x LSA to run Reading Plus for 3 afternoons for 30 Year 6 children. 7. Coaching to take place to develop existing teachers and LSAs to improve overall quality of teaching 8. Additional clubs to improve pupil engagement <p>Pupils benefitting from the School Led Tutoring are recorded in our MIS (Arbor) and recorded on the Census.</p>
12.11.21	CONTAIN OUTBREAK MANAGEMENT FUND GRANT	£4,700	Installation of additional handwashing facilities in Y4 area £3,625 + Additional cleaning supplies

Food vouchers

Date	Funding name	Amount	Details
20.05.21	CONNECT4COMMUNITIES - LOCAL SUPPORT - FOOD VOUCHER	£2,025	25/05/2021: We ordered £2070 FSM vouchers via Wonde for FSM + Vulnerable pupils to cover the summer half term holiday (138 pupils received £15 each)
09.07.21	CONNECT4COMMUNITIES - LOCAL SUPPORT - FOOD VOUCHER	£8,220	12/07/2021: We ordered £8340 FSM vouchers via Wonde for FSM + Vulnerable pupils to cover the 6 weeks summer holiday (139 pupils received £60 each)
18.10.21	CONNECT4COMMUNITIES - HOUSEHOLD SUPPORT - FOOD VOU	£2,055	20/10/2021: We ordered £2160 FSM vouchers via Wonde for FSM + Vulnerable pupils to cover the autumn half term holiday (144 pupils received £15 each)
09.12.21	CONNECT4COMMUNITIES - HOUSEHOLD SUPPORT - FOOD VOU	£4,470	08/12 & 14/12: We ordered a total of £4440 FSM vouchers via Wonde for FSM + Vulnerable pupils to cover the christmas holidays (148 pupils received £30 each)
		£16,770	£17,010 (Shortfall of £240 against funding received)