



Abbots Langley School

Inspiring life-long learners

Abbots Langley Pupil Premium Strategy 2017-2018

Abbots Langley Primary School has the highest expectations of, and aspirations for, all its pupils. Each pupil should have equal opportunities to achieve the best possible life chances, irrespective of socio-economic background to ensure that not a single pupil gets left behind.

We make every effort to ensure that disadvantaged pupils receive outstanding support and believe our core priority is to aim for all of our pupils make expected progress as a result of good and better teaching and learning.

The aim of the Pupil Premium Grant (PPG), introduced in April 2011, is to support schools in raising the attainment levels of the most disadvantaged pupils and to 'close' or 'narrow' the gap that exists. To this end, the Department for Education (DfE) provides additional PPG to all schools based on the pupils:

- who are currently eligible for Free School Meals (FSM)
- who have been eligible for FSM at any time in the last six years (known as Ever 6)
- who are looked after children (LACs/CLAs)
- who are children of Armed Forces Personnel / who are Ever 6 service children (children of Armed Forces Personnel within the last six years)

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The DfE expects us to use PPG appropriately and to be accountable for the decisions we make. The school Governors – who are judged by Ofsted as part of its assessment of the Leadership and Management of the school – must ensure that rigorous monitoring is in place and that it is managed efficiently, and that staff and resources are deployed effectively in order to benefit all groups of pupils.

Our Pupil Premium Statement shows that PPG must be used to support those pupils for whom the funding is eligible. However, it is difficult to spend PPG on the improvement of teaching and learning without the benefits impacting other pupils. Additionally, it is morally difficult to exclude a child who is not on FSM from accessing any initiatives if they could clearly benefit from them. However, we are also clear in the way that interventions are targeted to ensure FSM pupils benefit from PPG.

Research published by the DfE suggests that nationally, 14% of families entitled to FSM are not claiming them and this figure rises to 25% in the South East. Recent correspondence to schools from Her Majesty's Inspectorate (HMI) advises that as long as schools can show they have narrowed the gap between eligible pupils and other and that PPG has contributed to this, then PPG may also have an impact on non-eligible pupils.

At Abbots Langley Primary School, our aims and rationale for PPG expenditure are based on a number of factors. Using a range of data sources, we critically analyse aspects of day-to-day teaching in order to identify achievement and underachievement. From this we are able to implement interventions to improve outcomes for individuals and groups. We believe that educational research from both mainstream and specialist settings is invaluable in informing practice, both in terms of deciding upon the efficacy of specific interventions and in implementing strategies as effectively as possible.

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>

1. Summary information				
School	Abbots Langley Primary School		Academic Year	2017/18
Date of most recent PP Review	Oct 2017	Date for next internal review of this strategy	Jan 2018 May 2018 July 2018	
Number of pupils eligible for PP	54 Oct 2017 60 May 2018 58 July 2018	Total PP budget	£85,933.00	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Maths attainment for PPG children at the end of KS2 pulled down the average for RWM combined. Maths provision needs to be improved for PPG children.	
B.	Writing attainment for PPG children at the end of KS1, needs to be a focus moving forward.	
C.	Close monitoring and tracking of progress through assessment tools needs to be adapted to highlight issues with progress rather than attainment.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some PPG children have had FSW support and additional pastoral care and monitor and action attendance rates.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased progress and attainment of PPG children in KS2 in Maths.	Through tracking, have PPG children made accelerated progress to bring attainment and progress in line with their peers to ensure we are diminishing the difference.
B.	Increased progress and attainment of PPG children in KS1 in Writing.	Through tracking, have PPG children made accelerated progress to bring attainment and progress in line with their peers to ensure we are diminishing the difference.
C.	Improvement in school tracking system to ensure pupils progress is tracked leading to swift intervention.	PPG will have swift intervention when failing behind their peers to ensure we are diminishing the difference.
D.	Improved wellbeing of PPG children through support of FSW and Learning Mentor. Attendance monitored and pupils supported to get to school.	Pupils engagement in school improved and case studies to show improvements in pupil perception and wellbeing. Pupils attendance increased.

4. Planned expenditure			
Academic year	2017-18		
Strategy	Estimated Cost	Intended Impact	Evaluation
Deputy, Inclusion, leader, SLT time to plan, monitor, implement and administrate PP.	£30,823	Oversee provision for pupils, coordinating provision between FSW, outside agencies, liaising with parents, looking for opportunities for intervention/provision.	SLT have had a good insight in the overall co-ordination of the PPG spend and progress, attainment and well-being of PP children.
Support staff in each year group spending directed time with each pupil premium child.	£21,856	Closing the gap through Maths and Literacy intervention	Children have received extra support which has had a good impact on their learning. PP children in all year groups in RWM performed or out-performed their peers. Areas of further work/to be addressed: Year 6 maths PP progress was not in-line with their peers. Maths continues to be a focus on the SDP. Additional adults to be deployed in Year 6 in 2018-2019 to allow for group work and extra support. Writing in Year 5 showed PP children not performing in-line with their peers. Addressed in Summer 2018 PPRs to inform Year 6 staff of this area of need in order to close the gap. Additional adults to be deployed in Year 6 in 2018-2019 to allow for group work and extra support.
Herts for learning new Maths planning bought into as a school.	£450	Specific programmes of study for each year group, designed to improve fluency and reasoning skills. As a result there will be increased progress and attainment of PPG children in KS2 in Maths.	All year groups have seen good results in Maths. Year 6 was not in-line with their peers. Maths continues to be a focus on the SDP. Additional adults to be deployed in Year 6 in 2018-2019 to allow for group work and extra support.
Teacher training in HfL Maths planning and staff meeting time to share training with all staff	£680	Teachers confident to deliver scheme resulting in effective implementation across KS2 and therefore increased progress and attainment of PPG children in KS2 in Maths.	All planned training completed. Standards of teaching and support provided continue to improve, with a positive impact on results. (see above).
Review of Insight assessment programme to ensure it is fit for purpose - James Pembroke, consultant brought into evaluate and improve school's assessment tracking systems	£755	Effective use of data and tracking to identify and address pupils' gaps in learning and improved outcomes for PPG pupils as a result. 'Assessment Lead' created as a role within school to look into use of assessment and provide staff with feedback from their data to inform foci in the classroom, this will result in lessons pitched to accelerate progress of PPG children.	Staff more familiar and confident in using Insight as an Assessment tool for summative and formative purposes. Assessment Lead has been proactive and robust in providing and analysing data to allow for a more informed overview of progress and attainment across the school. Half termly and termly assessments have allowed for a more in-depth understanding of progress and attainment in PPRs and have informed teachers on the areas to focus on to diminish the difference between Non-PP and All.
Training course for staff to look at strategies to support PPG in writing	£680	Increased progress and attainment of PPG Children in KS1 in Writing and pupils in current Y3 cohort.	All planned training completed. Standards of teaching and support provided continue to improve. Writing results showed PP children out-performing

			Non-PP and All. Writing in Year 5 showed PP children not performing in-line with their peers. Addressed in Summer 2018 PPRs to inform Year 6 staff of this area of need in order to close the gap. Additional adults to be deployed in Year 6 in 2018-2019 to allow for group work and extra support.
Improved wellbeing of PPG children through support of FSW and Learning Mentor.	£23,765	Pupil wellbeing is key to academic success and encouraging lifelong learning. We need to ensure that our PPG children are emotionally well.	FSW and LM have had a positive impact on identified children and families.
Carefully tracking of each PPG individual	£380	Within each year group we can clearly track which pupils need additional support and identify area of support and provision as a result we will have improved outcomes for PPG pupils academically and in terms of their wellbeing.	All staff communicate well (verbally and CPOMS), with individual children's well-being being a priority, as well as academic needs. Mental well-being will continue as a priority to ensure the academic difference continues to diminish.
Training for support staff to target interventions effectively (Dyslexia training)	£420	Interventions meeting the needs of PPG pupils, improved outcomes for learners	All planned training completed. Standards of teaching and support provided continue to improve.
Parental questionnaire on support required	Cost accounted for in SLT and DH time above	Feedback from parents (informal) about how they would like the funding used has prompted us to find out more information about this, i.e. Do they want support with uniform, trips or maths / literacy etc. As a result we will work more closely with families to target our spending of the PPG funding.	SLT analysis allowed for questionnaires to be evaluated and children/families to receive support where possible. Examples of outcomes from questionnaire: FSW & LM support provided; uniform provided; subsidised trips; music lessons, homework club, after-school sports club, gardening club and breakfast clubs places offered and taken up by PP children/families.
Funded places offered at homework club	£48	PPG children given opportunity to access homework club to support with reading and spelling leading to improved outcomes for learners.	Good uptake on places offered from PP children. Support provided has had a good impact.
Music lessons offered to PPG pupils	£498	Pupils have increased access to extra-curricular activities, improved wellbeing.	Places offered to PP children were taken up. Many more families requested spaces and have had to be placed on a waiting list.
Play therapy for identified pupils where needed	£710	Pupils emotional and wellbeing needs being met, reducing barriers to learning.	Impact measures show this to be a positive intervention for the children in receipt of this support.
Gardening club for identified pupils to promote wellbeing	£4,816	Pupils emotional and wellbeing needs being met, reducing barriers to learning.	PP experienced at least a half term of participation. Enjoyment, engagement, raised self-esteem and improved learning outcomes achieved through providing this positive intervention.
Mindfulness club for identified pupils to promote wellbeing – MindUp training	Cost accounted for in SLT and DH time above	Pupils emotional and wellbeing needs being met, reducing barriers to learning.	Positive impact on children's well-being.

Subsidise the cost of school trips for PPG pupils	£366	Pupils will have access to trips to enrich their learning.	All children were included in activities with their peers.
Subsidise the cost of residential trip for PPG pupils in Year 6	£150	Pupils will have access to trips to enrich their learning.	All children were included in activities with their peers.
Pupil Progress Meetings (with focus on needs and progress of PPG children) for all year groups to include SENCo and PP Leader release time.	£240	Barriers to learning identified and actions planned to address barriers.	PPRs have taken place throughout the year and actions completed. Good impact on closing the gap.
Monitoring (and follow up where necessary) of attendance for PPG children in all year groups.	Cost accounted for in SLT, DH, FSW and LM time above	Increased attendance of PPG pupils to ensure they are accessing a full curriculum, leading to improved outcomes for learners.	Attendance increased from 2016-2017. More opportunities for better learning and more positive attitudes towards school. An area for further work to increase attendance for PP children.
Uniform support for PPG pupils	£173	Increased wellbeing and engagement of school.	Offer taken up by a small group of PP families. Positive parental engagement action.
Attachment Training – Braveheart Attachment course online and book/training manual version	£444	Pupils emotional and wellbeing needs being met. Staff to be appropriately trained to meet the needs of identified children.	All training completed. Understanding of attachment now more fully understood by staff involved with identified children. Positive action taken for PP children and their families.
Mind Up Training	£535	Pupils emotional and wellbeing needs being met, reducing barriers to learning. Staff to be appropriately trained to meet the needs of all children.	All training completed. Standards of teaching continue to improve. Positive impact on children's well-being and in turn their mind-set for achieving academically.

Total spend on strategies to raise achievement and progress for pupils eligible for PPG was £87,789.

There has been an overspend of £1,856. This demonstrates further commitment from the school by using whole school budget to diminish the difference. Added to this, during the year the number of PP children fluctuated meaning we need to provide support for extra children without the funding at that time.