



ABBEEY VILLAGE PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY – 2020/2021

Summary Information					
School	Abbey Village Primary School				
	Pupil Premium Lead	Joanne Maher	Governor Lead	Louise Brown	
Academic Year	2020 – 2021	Total PP Budget	£25,865	Date of most recent PP review	December 2020 March 2021
Number of pupils	56	Proportion of pupils eligible for PP	30%	Date of next review	July 2021

Attainment for last academic year (2019 – 2020)		
KS1	School Assessment Percentages of children eligible for PP	National Percentages of PP children (2019 data)
% achieving expected standard in reading	100%	78%
% achieving expected standard in writing	100%	73%
% achieving expected standard in mathematics	100%	79%
% achieving above expected standard in reading	-	28%
% achieving above standard in writing	-	17%
% achieving above does not standard in mathematics	-	24%

KS2		
% achieving expected standard in reading	66%	78%
% achieving expected standard in writing	66%	83%
% achieving expected standard in mathematics	66%	83%
% achieving above expected standard in reading	-	31%
% achieving above standard in writing	-	24%
% achieving above standard in mathematics	33%	31%

Barriers to Learning	
1.	Bridging Gaps from COVID Pandemic 2020
2.	Progress- Ensure that the progress of our Pupil Premium children is in line with peers
3.	Personal, social and emotional development- develop self-confidence, self-belief and improve well-being

Pupil Premium Spending Objectives	
1.	To ensure that gaps from academic year 2019-2020 does not inhibit progress in line with their peers.
2.	To accelerate the progress of PP children so that identified children achieve higher standard at the end of KS2.
3.	To develop the self-esteem, confidence and independence of PP children.

Planned Expenditure

Academic Year 2020 - 2021

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

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Governor lead	When will you review implementation?
Ensure that gaps from academic year 2019-2020 do not inhibit progress in line with their peers.	Staff to identify objectives not covered (explicit gaps in learning) for all curriculum areas. Careful timetabling Support staff to focus specifically on closing these gaps across three classes.	School recognises that the COVID pandemic has had an impact on the education for this academic year. Identifying what the children have missed and how we can catch up on this is vital for progress and attainment.	Regular monitoring and evaluation EEF research to underpin training for both teachers and support staff Walk throughs	HH/JM/LB/WC	Termly
Children across KS1 and KS2 have access to high quality texts in the library.	New high-quality texts to be purchased for the school library.	Increased engagement in reading across school and to	Subject leader to monitor the library is used effectively and class teachers to	RH	Termly

		extend the children's knowledge of a selection of authors from around the world.	raise engagement with reading for pleasure.		
Children in KS1 have access to early reading and phonetically decodable books	Books suitable for early reading and phonics to be purchased in order for the children to use these in school and at home.	To raise the profile of early reading and phonics at home and in school.	Subject leader to monitor the usage of early reading and decodable books throughout KS1.	PR RH	Termly
Library/Central Learning Hub furniture to be purchased for whole school access	New library furniture /Central Learning Hub to be purchased and placed in the central learning area within school.	Increased engagement in visiting the library and ensuring it is a pleasant place for the children to spend time. Purposeful, distraction free space for quality interventions.	Subject leader and headteacher will ensure outcome implemented well. Regular monitoring through learning walks.	RH	Termly
Subscriptions to specific learning platforms	My Maths White Rose Hub-premium subscription	School recognises that technology can be accessed to raise levels of	Curriculum Meetings Regular book looks	PR	Termly

		motivation. High quality maths teaching is based on high quality training/resources	Children's voice questionnaires Parent questionnaires		
Total Budgeted Cost					£18,000
(ii) Targeted Support					
Pupils develop socially and emotionally supporting self-confidence and positive learning behaviours	Two staff members to take part in pastoral courses. One staff member to continue with ELSA training Resources to be purchased to use during pastoral sessions.	To promote awareness of emotional well-being and self-confidence.	Consultations with colleagues alongside observations and pupil feedback.	SM CM	Termly
Pupils will engage in a wider range of extra-curricular activities	To cover the cost of Coding Club for KS2 Pupil Premium children	To improve the skills, knowledge and understanding as well as	Extra-curricular clubs planned throughout the year for all children to access.	JM	Termly

		confidence with the aim of raising standards and diminishing the difference in cross-curricular opportunities.			
Specialist SEND resources	Resources that are specific to meeting the outcomes	To ensure that all individual needs are met.	PIVATS tracking Termly pupil progress meetings	JM/PR/HH	Weekly Termly Annual transition reviews
Total Budgeted Cost					£2,500
(iii) Wider strategies					
New school uniform will be purchased for PP children	To cover the cost of one set of new school uniform for each PP child.	New school uniform introduced to school and buying one set each will financially help families.	Headteacher to oversee.	JM	September 2020
Forest School and outdoor classroom areas to be developed	To cover the cost of outdoor construction equipment and resources to develop the allotment area.	To improve the outdoor experiences for KS1 and KS2 and to ensure extra-curricular activities are being accessed.	Subject leaders to oversee the development of outdoor areas.	PR HH	Termly
Total Budgeted Cost					£5,356

Review of Expenditure 2019/2020			
Previous Academic Year		2019- 2020	£ 29,680
Desired Outcome	Chosen Action / Approach	Impact	Lessons Learnt
Quality support from learning support assistants across all lessons.	17 hours per week of support across three classes	All PP children benefit from additional support in class.	<p>Staff CPD to be planned into CPD timetable looking at the most appropriate methods of support that are proven to secure the strongest outcomes for children.</p> <p>EEF research to be evaluated- <i>How can this improve provision at Abbey Village?</i></p> <p>Reading- not enough rapid progress for PP children- daily timetable needs evaluating to ensure all opportunities for developing reading skills are harnessed.</p>
Pupils develop socially and emotionally supporting self-confidence and positive learning behaviours	<p>ELSA Training Sessions</p> <p>Two afternoons per week of ELSA support across KS2.</p> <p>Emotional and Social development resources to be purchased (library of resources)</p> <p>Dedicated pastoral support space to be created in school.</p>	<p>Significant positive impact on behaviour for learning in KS2 classes.</p> <p>Quality resources really helping to make inroads with children (PP and non PP)</p>	<p>ELSA role must be sustained and developed.</p> <p>Focus on purposeful transition.</p> <p>Focus on helping the children to understand that they can own their emotions and channel this energy into positive outcomes.</p>

<p>Pupils will engage in a wider range of extra-curricular activities</p>	<p>Weekly Music lessons; Piano Guitar Drums</p> <p>Coding Club</p> <p>Hothersall Lodge Residential</p>	<p>Music lessons- questionable quality from provider.</p> <p>Coding Club assisting in developing Computer skills.</p> <p>Covid Restrictions- did not go ahead.</p>	<p><i>Is this the best value for money?</i> Music champion to research alternatives.</p> <p>Historical overspend on music lessons for PP children- this needs to be evaluated.</p>
<p>Pupils will develop skills for emotional regulation which will enhance core learning.</p>	<p>Therapeutic Counsellor Weekly support for PP+ child</p>	<p>Some positive impact initially. Covid Lockdown- child home educated.</p>	<p>Expensive intervention- <i>Is this value for money?</i></p>
<p>Pupils will develop confidence as learners and embed their mathematics learning.</p>	<p>Weekly 1:1 tuition Mathematics</p>	<p>Increased confidence</p> <p>Better than expected progress in mathematics- ARE met</p>	<p>Utilising the skills within the staff team to offer quality first tuition secures progress and increases attainment.</p> <p>This would be considered in the future for intervention purposes.</p>