

## Abberley Parochial VC Primary School

### Pupil Premium Strategy Statement

**2017-2018**

1. Summary Information			
School	Abberley Parochial VC Primary School		
Academic Year	2017-2018	Total PP Budget	£8,220
Total Number of Pupils	101	Number of Pupils eligible for PP	6

2. Current Attainment – End of KS1 ( 7 children)				
<b>Taken from 2016-2017 Data Collection</b>	Pupils eligible for PP ( 0 pupils)	Pupils <b>not</b> eligible for PP	Pupils eligible for PP (National)	Pupils <b>not</b> eligible for PP (National)
% achieving Expected Standard in reading	<b>N/A</b>	<b>86%</b>		<b>76%</b>
% achieving Expected Standard in writing	<b>N/A</b>	<b>71%</b>		<b>68%</b>
% achieving Expected Standard in maths	<b>N/A</b>	<b>86%</b>		<b>75%</b>
% achieving Expected Standards in RWM	<b>N/A</b>	<b>71%</b>		

2. Current Attainment – End of KS2 (				
<b>Taken from 2015/16 Data Collection</b>	Pupils eligible for PP (school) 2 pupils	Pupils <b>not</b> eligible for PP(school)	Pupils eligible for PP (National) 24 pupils	Pupils <b>not</b> eligible for PP (National)
% achieving Expected Standard in reading	<b>50% (2)</b>	<b>100%</b>	<b>59.8%</b>	<b>79%</b>
% achieving Expected Standard in writing	<b>50%</b>	<b>83%</b>	<b>65'9%</b>	<b>86%</b>
% achieving Expected Standard in maths	<b>50%</b>	<b>83%</b>	<b>63.3%</b>	<b>83%</b>

<b>% achieving Expected Standard in GPS</b>	<b>0%</b>	<b>83%</b>		
<b>% achieving Expected Standard in RWM</b>	<b>50%</b>	<b>91%</b>	<b>67%</b>	<b>70%</b>
<b>Average Scaled score in reading</b>	<b>93</b>	<b>109.25</b>		
<b>Average Scaled score in maths</b>	<b>96</b>	<b>105.58</b>		
<b>Average Scaled score in GPS</b>	<b>94.5</b>	<b>106.3</b>		
<b>Average Progress Measure in reading</b>	<b>-8.7</b>	<b>4.77</b>	<b>0 /0.3</b>	
<b>Average Progress Measure in writing</b>	<b>-7.8</b>	<b>2.39</b>	<b>0/0.2</b>	
<b>Average Progress Measure in maths</b>	<b>-5.3</b>	<b>1.25</b>	<b>0/0.3</b>	

### 3. Barriers to future attainment for PP children

#### In-school barriers

<b>A.</b>	Some children eligible for PP have social and emotional issues which can affect their academic performance
<b>B.</b>	Some children who are eligible for PP also have Special Education Needs. These children often make slower progress and don't reach the age related expectation.
<b>C</b>	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

### 4. Outcomes

<b>A.</b>	Some children eligible for PP have social and emotional issues which can affect their academic performance	Children improve self-confidence so that they make progress in line with others in their cohort.
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<b>B.</b>	Many children who are eligible for PP also have Special Education Needs. These children often make slower progress and don't reach the age related expectation.	Children that are eligible for PP and have SEND make progress in line with 'other' children in each class / cohort.
<b>C</b>	Improved attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

## 5. Planned Expenditure

<b>i. Quality First Teaching</b>					
Desired Outcome	Chosen action / approach	Evidence and rationale for this choice	How will we ensure this is implanted well	Staff Lead	Date of implantation review
Children's progress is tracked effectively and additional support is provided where needed.	<p>Robust system of tracking and assessment which identifies issues early enabling appropriate support to be provided.</p> <p>Additional support in Years 5 &amp; 6 from senior part-time teacher.</p>	Early identification of additional needs leads to better progress longer term.	<p>All staff to use the new tracking system from January 2017.</p> <p>Year 5 and 6 taught in separate year groups where possible for Core subjects during Spring term 2018</p>	Head/ SENco/ Assessment Coordinator	July 2018

## 5. Planned Expenditure

<b>ii. Targeted Support</b>					
Desired Outcome	Chosen action / approach	Evidence and rationale for this choice	How will we ensure this is implanted well	Staff Lead	Date of implantation review

Improve attainment of individual SEND / PP children	Additional support for children with SEN / PP through smaller teaching groups. Part- time teacher and Deputy Head to support SEN	Individual / group support helps build confidence and enables individual needs to be addressed	Children’s needs addressed through individual targeted support from teacher and TA. Individual intervention programmes.	DH	July 2018
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## 5. Planned Expenditure

### iii. Other Approaches

Desired Outcome	Chosen action / approach	Evidence and rationale for this choice	How will we ensure this is implanted well	Staff Lead	Date of implantation review
Improve progress of SEND / PP children with Support for Social and Emotional issues	Whole school focus on encouraging resilience.  Whole Staff training in attachment disorder February 2018	Early intervention to address any concerns is possible in a smaller setting. Resilience enables children to cope better in high school.	TA support for social and emotional problems in classes. TA available for counselling during lunchtimes. Children receive weekly awards for showing resilience and independence.	Head	July 2018
Reduce impact of low attendance on individual pupils	Work with parents of low attending children. Provide “catch up” sessions with TA in school Advice from LA welfare officer	We can’t improve attainment for children if they aren’t actually attending school.	Close the gap between low attenders and the rest of the class	Head /class teachers	July 2018