

Pupil premium strategy statement for Itchen Abbas Primary School



Pupil Premium Leader: Mr R Bogan (2019-20)

September 2019

1. Summary information					
School	Itchen Abbas Primary School				
Year	April 2019 – March 2020	Total PP budget	£14 520	Date of most recent PP Review	September 2019
Total number of pupils	95	Number of pupils eligible for PP	11	Date for next internal review of this strategy	March 31 st 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	Due to small number of pupils in this Year 6 cohort (12) and the need for confidentiality, this data is withheld by the school	
% making at least good or better progress in reading		
% making at least good or better progress in writing		
% making at least good or better progress in maths		

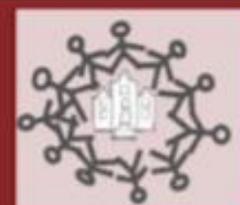
3. Barriers to future attainment (for pupils eligible for PP)
A. Awareness of current affairs and the world around them.
B. The number of pupils who are in receipt of pupil premium and on the SEN register for cognition and learning.
C. Development of a broad vocabulary.
D. Gaps in previous learning & expectations for future attainment.
E. Access to extra-curricular activities.
F. Self-esteem – children with social and emotional needs, which effect their learning.

4. Planned expenditure			
Year	April 2019 – March 2020	Total PP budget	£14 520
The Pupil Premium money will be spent in the following ways:			
Use of funding	Focus	Link to barrier	Cost
Whole school CPD on the Hampshire SEN Toolkit	English & Maths	B	£3000
Funding for the employment of Teaching Assistants across the school to support high quality, inclusive teaching for all pupils, especially for those eligible for Pupil Premium.	English & Maths	B & D	£6000
ELSA support for x3 children weekly	Personal & Social	A & C	£400
Payment for extra-curricular trips, clubs and music lessons	Personal & Social	E	£1200
Gap tutoring by class teachers, through the employment of a qualified sports coach to teach the class weekly.	English & Maths	B & D	£2100
Incidentals e.g. School uniform	Personal & Social	F	£500
Employment of a qualified sports coach to deliver a “Challenge Club”.	Personal, Health & Social	E	£507
Lunchtime book club & games club to develop social skills	Personal & Social	A, C & F	£380
Breakfast club for disadvantaged pupils	Personal & Social	A, C & F	£400
Actual expenditure	Actual PP Spend:		£14 550

5. Itchen Abbas Primary School – Effective ways to support disadvantaged pupils

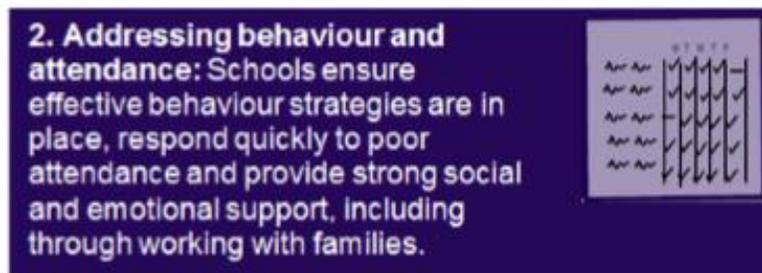
Research undertaken by NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantage pupils attainment. Below outlines our approach at Itchen Abbas:

1. Whole-school ethos of attainment for all:
Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



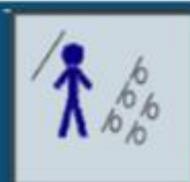
Action/Approach	Intended Impact (Set: April 19)	Actual Impact so far (September 2019) Final Review: March 2020	Where to find the evidence & next steps
Review and develop current behaviour policy	<ul style="list-style-type: none"> Pupils responding positively to the new policy. Increase in positivity displayed in behaviour. Increase in fair and consistent approaches to behaviour across the school. 	New behaviour policy implemented. All children responding positively. Behaviour for learning has improved across the school. All staff have lanyards with the script for the “repair” stage and this is having a consistently positive impact on children.	Behaviour monitoring observations Learning Walks Behaviour Logs
<p>All teachers are now planning from prior attainment for English and Maths.</p> <p>There is scaffolding and appropriate resources to support learning by all children, in every lesson.</p> <p>There is equality of access to the class teacher for all pupils.</p>	<ul style="list-style-type: none"> Concrete, pictorial resources to support all children, as appropriate for their age and development. Children demonstrating greater reasoning and understanding - working at a greater depth Increasing the percentage of children achieving a greater depth of understanding. 	Resources support children’s learning. Reasoning and problem solving is much stronger and widely used in all classes.	Planning scrutiny Work scrutiny Class observation Link governor learning walk Data Marking and Feedback
Head Teacher to attend “Developing an inspiring curriculum” course	<ul style="list-style-type: none"> The wider curriculum provides challenge and inspiration. There are aspirational targets set for all children. 	Curriculum design principles have been implemented and staff planning sessions on the wider curriculum have been successful. Inspiring hooks and a journey of lessons have been planned and provide challenge and inspiration for children.	Planning scrutiny Work scrutiny Class observation Link governor learning walk Data

Blooms Taxonomy	<ul style="list-style-type: none"> Develop better questioning and higher order skills across the curriculum 	TA training has been implemented and this is widely used in whole class and group sessions.	Planning scrutiny Work scrutiny Class observation
Breakfast Club for disadvantaged children	<ul style="list-style-type: none"> Positive role modelling – supported by TA Eating breakfast impacts on concentration. Equal opportunities to all children. 	The breakfast club continues to promote good role modelling. The children who attend continue to perform well academically as a result, in part, due to this club.	Pupil conferencing Data Class observations



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Embedding School Values across the school	<ul style="list-style-type: none"> Defined expectation for all children within the school They are used to celebrate success Used to support learning Used to support how children learn 	Children are clear on the school values and can show you on the tree display in each class, what they are. They are used to support learning in class and are used to celebrate success through our golden fish choices in assembly each week.	Learning Walk Classroom observations Achievements & Rewards including Golden Fish.
Continue to ensure high attendance through: 1. responding to poor attendance 2. rewarding excellent attendance	<ul style="list-style-type: none"> 2017-18 – Attendance was 96.5% for the whole school. For children eligible for pupil premium, this was 95.82%. There are no sessions missed through persistent absence. 	Attendance for the children eligible for pupil premium funding remains high. It is currently 96.9%.	Attendance letters to parents Attendance records
Review and develop current behaviour policy Paul Dix - INSET Day January 2019 – When the adult changes, everything changes.	<ul style="list-style-type: none"> Defined expectation for all children within the school Positive behaviour rewarded through team tokens for their colour team. Consistency in behaviour across the school. 	New behaviour policy implemented. All children responding positively. Behaviour for learning has improved across the school. All staff have lanyards with the script for the “repair” stage and this is having a consistently positive impact on children.	Behaviour log monitoring Learning walks Classroom observation – behaviour for learning.

3. High quality teaching for all:
Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



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Setting aspirational targets for middle attainers based on ARE	<ul style="list-style-type: none"> Target hit for middle attainers achieving beyond ARE 	Data drops has shown that children eligible for pupil premium funding are making good rates of progress compared to their peers.	Work scrutiny Classroom observations Data drops FFT Aspirational Targets
Development of the use of the adults across the school, to support need, ensuring the equality of access to the class teacher.	<ul style="list-style-type: none"> All children have access to the class teacher in all lessons. All children supported through a varied and rich learning environment. TA's provide support to the class, sharing good practice and having high standards. 	Teaching assistants and teachers support the learning of children eligible for pupil premium funding. Evidence in books shows there is equity within all classes. Support staff are used to support learning in the class effectively.	Work scrutiny Lesson Observations Monitoring
Development of phonics into a 4-part lesson. Training and support for all staff involved in delivering phonics & word study.	<ul style="list-style-type: none"> Improved planning and delivery of phonics to all children. Maintaining of high progress in the Phonics Assessment. Children are able to apply taught spelling patterns and rules within their learning. 	Phonics teaching and delivery has had a successful impact on the majority of children. For the minority of children where this approach is not working, a different approach is required to support their learning. Word study sessions support the learning of key spellings in the upper part of the school.	Work scrutiny Classroom observations Data drops Planning Learning walks (Including Governors)
Blooms Taxonomy	<ul style="list-style-type: none"> Develop better questioning and higher order skills across the curriculum 	High levels of questioning has been seen in all classes and refresher training implemented for new and existing staff throughout the year.	Work scrutiny Classroom observations Planning
Target teaching pupils identified as having gaps in their learning, weekly by class teachers.	<ul style="list-style-type: none"> Increased focus by class teachers on prior attainment and the identification of gaps. Children to have additional support from the class teachers outside of lessons. Children to be more confident and will make better progress in their learning. 	Gap tutoring has been extremely beneficial for the children in upper school who receive this. Their progress and attainment is high and as a result, a high percentage of children passed their SATS in KS2 compared to KS1. In Year 6, all children eligible for Pupil Premium funding achieved age	Work scrutiny Classroom observations Data drops Planning Learning walks (Including Governors)

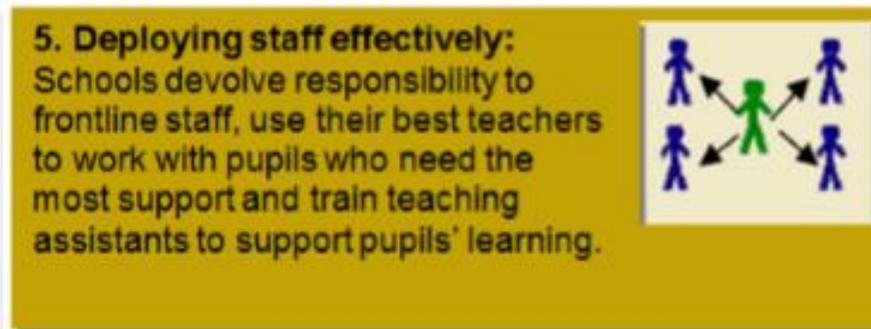
		related expectations in writing for PP. 33% of these children achieved a greater depth in Maths.	
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4. Meeting individual learning needs:
 Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



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Development of the use of the adults across the school, to support need, ensuring the equality of access to the class teacher.	<ul style="list-style-type: none"> All children have access to the class teacher in all lessons. All children supported through a varied and rich learning environment. TA's provide support to the class, sharing good practice and having high standards. 	Teaching assistants and teachers support the learning of children eligible for pupil premium funding. Evidence in books shows there is equity within all classes. Support staff are used to support learning in the class effectively.	Work scrutiny Lesson Observations Monitoring
ELSA time to support children (all year groups throughout the year)	<ul style="list-style-type: none"> Emotional needs being addressed Improved self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. 	ELSA time for children eligible for Pupil Premium funding has been used effectively to provide short and longer-term targets. These have been successful and additional sessions have been	ELSA records Pupil conferencing School environment

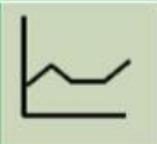
		funded and arranged throughout the year to meet the demand of the current cohorts.	
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Hearing Impairment Training (HI) to support communication and language needs.	<ul style="list-style-type: none"> Children with a hearing impairment will be better placed to respond to interventions 	Children with HI have made good progress. Their hearing equipment has been used effectively and the children and outside agencies have reported	SEN tracking SEN observations

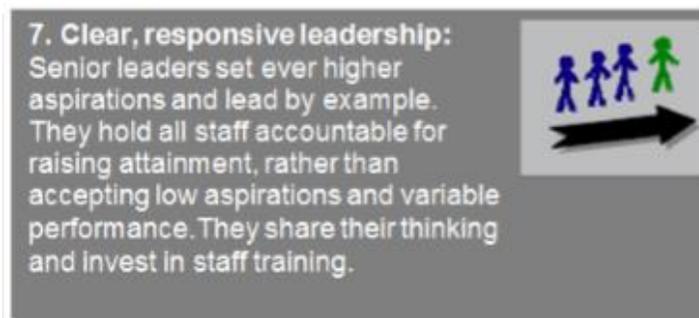
		that their communication needs have been supported.	
Cued articulation refresher training - to support communication and language needs.	<ul style="list-style-type: none"> All children are able to learn phonics and sounds through cued articulation All staff are confident in teaching through cued articulation. 	Cued articulation and training on communication and language has been delivered and implemented effectively. Staff in the lower part of the school have received refresher training and are confident in their delivery.	
ELSA training (Termly)	<ul style="list-style-type: none"> Up to date strategies to support individuals emotional needs 	ELSA time for children eligible for Pupil Premium funding has been used effectively to provide short and longer-term targets. These have been successful and additional sessions have been funded and arranged throughout the year to meet the demand of the current cohorts.	ELSA records

6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



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CPD into using Hampshire SEND toolkit	<ul style="list-style-type: none"> Strong analysis of data and groups Teachers using data to identify pupils needs Teachers are able to identify gaps in prior learning and effectively support in developing children's understanding. 	CPD on Hampshire toolkit has been received and all staff have had training on delivering this within the classroom. Teacher are successfully identifying gaps in children's learning and effectively supporting their progress through the use of these toolkits.	Work scrutiny Data drop Lesson observations

<p>All teachers are now planning from prior attainment for English and Maths.</p> <p>There is scaffolding and appropriate resources to support learning by all children, in every lesson.</p> <p>There is equality of access to the class teacher for all pupils.</p>	<ul style="list-style-type: none"> Concrete, pictorial resources to support all children, as appropriate for their age and development. Children demonstrating greater reasoning and understanding - working at a greater depth Increasing the percentage of children achieving a greater depth of understanding. 	<p>Resources support children's learning. Reasoning and problem solving is much stronger and widely used in all classes.</p> <p>SATS results in 2019 show that for Maths, 33% of children eligible for pupil premium, achieved greater depth, which is in direct comparison to the number of pupils across the year achieving greater depth at KS2.</p>	<p>Planning scrutiny Work scrutiny Class observation Link governor learning walk Data Marking and Feedback</p>
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Performance Management Cycle	<ul style="list-style-type: none"> PP children making the progress needed Middle attainers (target children) reaching aspirational targets 	Children eligible for Pupil Premium funding are making good progress. This is evident in Year 6 writing, with 100% of children eligible for pupil premium funding, achieving ARE. Across the	Work scrutiny Data drop Lesson observations

		school, more children eligible for PP funding are achieving ARE in Maths.	
Governors SIP day where Governors are proactive and ensuring development and progress. Inclusion Manager to lead SIP Day in Autumn term to develop leadership role.	<ul style="list-style-type: none"> • Governors fulfilling leadership responsibilities • Governors collecting first hand evidence 	Governors SIP day focussing on SEN and Pupil Premium was attended by a Governor. More dates for the next academic year will be provided to ensure that Governors are aware and proactive when it comes to how the funding is being used to support progress. The Governor responsible for Pupil Premium is updated and communicates regularly with the Inclusion Manager.	Governors report Governors learning walks Governors work scrutiny
Curriculum leadership teams	<ul style="list-style-type: none"> • Subject leaders fulfilling leadership responsibilities • Subject leaders collecting first hand evidence • Subject leaders liaising with all staff 	Leadership teams have provided opportunities for all groups of children to have exciting hooks and outcomes. Progress for children eligible for pupil premium is developing, and a strong plan to ensure that more children achieve the expected outcomes in 2019-20 are in place.	Curriculum leadership folders Curriculum leadership meeting minutes Work scrutiny

How will the school measure the impact of Pupil Premium?

At Itchen Abbas Primary School we conduct data drops 4 times throughout the year which will monitor the children's progress for Reading, Writing and Maths. This will enable early identification of need, support and appropriate interventions. The Headteacher/Inclusion Manager will undertake work scrutiny and pupil conferencing to assess attainment, in addition to pupil's well-being. At each data drop, the school will review the progress of every child including the Pupil Premium children and will adjust planning, teaching and intervention if necessary. Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Resources committees.

Designated staff member in charge: Mr Rob Bogan

Nominated governor: Mrs Caro O'Brien

This strategy is updated each term, detailing the actual impact of the funding.

