

Pupil Premium Plan

2017-18

School Aims linked to The Framework for Excellence

At Abbey Hey Academy, we are committed to providing the best possible educational opportunities for all our pupils.

We aim to do this by:

The Best from Everyone – The whole staff team are committed to the success of the school and are vigorous in ensuring that every detail of behaviour and conduct is right. The highest standards are achieved as teacher's expectations are such that children will grasp the most challenging concepts.

Powerful Knowledge – Our curriculum ensures that every child has access to the best that has been said and thought and done through human history in every subject area.

Education with Character – Children are exposed to challenges which they will only succeed in through persistence and determination; they are encouraged to develop new talents and qualities unique to them and to express themselves clearly and articulately. They are exposed to situations where their thinking and opinions are challenged.

Continuous Improvement – A willingness from both children and staff to discuss and improve on what has already been done in order to make it better than it was last time within a culture of reflective practice.

Leadership in Every Role – There is a strong culture of leadership throughout the whole school community; everyone is aligned to a shared sense of purpose.

Introduction

The purpose of the Pupil Premium Action Plan is to set out clearly the school priorities for spending the Pupil Premium Grant for the year ahead. It does not attempt to list everything that the school intends to do. Instead, it is a single strategic document which maps out the main actions needed to secure improved outcomes for disadvantaged children and their families.

The plan based upon the principals of The Framework for Excellence, is designed to ensure that:

- No child is left behind and has access to the same resources and experiences as their peers.
- All pupils, regardless of their starting point have opportunities to identify, achieve and then improve upon their own personal best; they all are encouraged to persist until they succeed,
- Opportunities are given that will systematically widen horizons in order to give children opportunities to aspire to;
- All children are encouraged to reach to the highest standards, developing talents and qualities special to them;
- All children are exposed to opportunities and situations where their thinking and opinions are challenged.

School leaders, including governors, play a key role in monitoring the school's progress towards delivering the plan and regularly report back to the full Governing Body. Named governors visit the school in order to hold the school to account for the delivery of the plan. The plan is reviewed continually throughout the year by staff, pupils, parents and governors to ensure that it secures the best possible outcomes and continual school improvement.



1. Summary information					
School	Abbey Hey Primary Academy				
Academic Year	2017-18	Total PP budget	£402,600	Date of most recent PP Review	2015-16
Total number of pupils	650	Number of pupils eligible for PPG	305	Date for next internal review of this strategy	2017-18

2. Current attainment		
	<i>Pupils eligible for Pupil Premium Grant</i>	<i>National For Pupil Premium</i>
% achieving in reading, writing and maths	36%	48%
% making attainment in reading	55%	60%
% making attainment writing	79%	66%
% making attainment in maths	55%	63%
% making progress in reading	0.8	-0.3
% making progress writing	3.3	-0.8
% making progress in maths	0.4	0.3
Attendance of PP children %	94.1%	94.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Attainment of disadvantaged pupils is lower than that of disadvantaged pupils nationally in Reading and Maths. The proportion of disadvantaged pupils achieving RWM Combined is lower than disadvantaged pupils nationally.
B.	Social, emotional and behavioural concerns which impact on children's ability to access learning.
C.	Home circumstances which include: housing, financing, parenting, prison, alcohol and substance abuse and domestic violence – all of which impact on pupil's ability to access the curriculum successfully.



D	Pupils very low starting points mean that a high proportion will require access to 'catch up' or 'keep up' programmes to enable them to be able to work at the expected standard.	
External barriers		
E	Poor attendance resulting in slower progress.	
F	The school is in an area of high deprivation meaning that in many cases, pupils access to wider life experiences is limited.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All non-complex (including SEND, EAL children with an identified social and/or emotional need) children achieve ARE by the end of the academic year and will be fully prepared to begin the next year group at the appropriate programme of study.	100% of non-complex disadvantaged children achieve their individual targets in Reading, Writing and Maths.
B.	All pupil's emotional wellbeing is supported through a safe and nurturing school ethos.	Children have developed confidence and resilience which has had a positive impact on their progress and attainment. Half termly data capture information demonstrates a decrease in the number of recorded behaviour incidents and exclusions for disadvantaged pupils.
C.	Meaningful relationships have been established between school and parents.	Increased numbers of parents attend parent workshops across the school compared with the previous academic year. Parent View illustrates that the overwhelming majority of parents feel well supported by school.
D.	Despite their context, all pupils have the opportunity for further support in English and Maths, if and when required.	Proportions of pupils working at the expected standard is in line with or is at least closing on the previous year, with national.
E.	Attendance and rates of punctuality continue to improve upon the previous year.	Attendance of disadvantaged pupils is 96%. Persistent absenteeism of disadvantaged pupils is 6% or better.

F.	All pupils have access to an enriching curriculum whilst in school and further opportunities to widen their life experiences outside of school.	All children have: attended at last one extra-curricular club, been on a school trip, have access to sport healthy lifestyle choices.
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5. Planned expenditure

Academic year	2017-18
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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	When will you review implementation?
100% of non-complex disadvantaged children achieve ARE by the end of the academic year and will be full prepared to begin the next year group at the appropriate programme of study.	Quality first teaching. <ul style="list-style-type: none"> - Teachers identifying specific children for 'keep up – catch up' work - Marking the books of PP children first. - Timely interventions within the classroom. - Teacher's CPD. - Pupil Progress Meetings - Monitoring and assessment. - Targeted support based on on-going monitoring and evaluation. 	To close the gap between disadvantaged, non-disadvantaged pupils and national. To ensure that all pupils from disadvantaged backgrounds have the opportunity to achieve and participate in a wide range of varied opportunities that they would not necessarily have access to.	Triangulation of evidence including lesson drop ins, book looks, data analysis and pupil voice. Register of staff CPD. Notes from Pupil Progress meetings.	PG	Each half term.

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupil's emotional wellbeing is supported through a safe and nurturing school ethos.	<p>Staff CPD to support quality first teaching.</p> <p>Conscious Discipline</p> <p>Happy Minds</p> <p>One Goal – 1-1 and small group mentoring</p> <p>City in the Community</p> <p>Nurture Hub</p> <p>Educational Psychologist</p> <p>Parent Support Worker</p>	<p>School is committed to staff CPD – enabling them to experience and train in new and innovative approaches that will have a positive impact on pupils.</p> <p>Adopted ethos and proven social and emotional curriculum providing consistency and safety for all stakeholder.</p> <p>Proven interventions for pupils with social, emotional and / or mental health needs based on the theory by M. Boxall and the Nurture Group Network.</p> <p>Lunchtime play leaders have improved behaviour during this period since deployment.</p> <p>Nurture Hub Lead provides support to all pupils beyond the classroom setting ensuring their mental well-being is being</p>	<ul style="list-style-type: none"> - Whole staff CPD embedded in school timeline. - Monitoring of lessons - Through data analysis using Boxall Profiles and monitoring of this intervention. - Additional bespoke CPD for nurture staff - Monitoring of lunchtimes through observation and behaviour book analysis - Analysis of extra-curricular club attendance. - Outcomes from EP & Play Therapy 	<p>CHH</p> <p>SLT</p> <p>TS</p> <p>TS</p> <p>SLT</p> <p>BH</p> <p>TS</p>	July 18
Total budgeted cost					£223,670
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Despite their context, all pupils have the opportunity for further support in English and Maths, if and when required	<p>Deployment of additional teachers and teaching assistants at targeted level.</p> <p>The use of recognised and reputable</p>	<p>Due to the varied ability levels of pupils within year groups (due to differing contextual needs), additional staff are imperative to their support.</p> <p>School have embedded a range of proven intervention programmes relevant to the core areas.</p>	<p>Appraisal cycles have strong emphasis on staff's work with pupils.</p> <p>Lead for Teaching & Learning supporting staff to deliver a range of interventions.</p>	<p>Teachers</p> <p>YGL</p> <p>PG</p> <p>CHH</p>	July 18

	<p>interventions for those in need</p> <p>Monthly pupil progress meetings.</p>	To ensure every child is a focus.	Meetings embedded in school timeline.		
All pupils have access to an enriching curriculum whilst in school and further opportunities to widen their life experiences outside of school	<p>Further development of the wider curriculum which will include:</p> <ul style="list-style-type: none"> - Hooks for learning - Visitors to school - Staff CPD - Curriculum enrichments - Curriculum audits and action plans - Pupil charter - After school clubs - All pupils receive education regarding healthy lifestyle choices. - School trips including Year 6 residential. - Breakfast and after school club 	<p>The Deprivation Index indicates that the school is in the highest percentile of schools nationally.</p> <p>School is in the highest percentile of pupil premium children nationally.</p> <p>Last year's Children's Health and Monitoring programmes (CHAMP) scores for the school show that 25% of all pupils in school are obese.</p>	<p>Monitoring and evaluation of the wider curriculum.</p> <p>Development of subject leadership.</p> <p>Calendar of memorable experiences planned for the whole school year.</p> <p>Register of after school clubs.</p> <p>School participates in Healthy Schools – middle leader to action plan and timetable curriculum for this area.</p> <p>New CHAMP scores for this academic year and analysis.</p>	<p>CHH</p> <p>PG / CHH</p> <p>CHH</p> <p>BH</p> <p>GJ</p> <p>BH</p>	
Total budgeted cost					£163,600
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Meaningful relationships have been established	<p>Engagement with PEN project</p> <p>Parent workshops</p>	At the end of 2016/17, a low proportion of parents were fully engaging with school.	Registers of parents who attend events in school.	<p>KE</p> <p>KE</p>	July 18

<p>between school and parents.</p>	<p>Parent Engagement Lead – school to support Lead in participating in a Masters Degree in this subject.</p> <p>Engagement in local community charity which aims to deliver food and household supplies to families in the area. Parents questionnaires</p> <p>Parent View.</p> <p>Parent breakfasts and lunches.</p>	<p>Parents Evening was poorly attended.</p> <p>Very few parents participate in the weekly coffee mornings.</p>	<p>Action plan – monitored and evaluated against milestones to improve parental engagement in school.</p> <p>Ofsted Parent View percentages.</p> <p>Analysis of parent questionnaires.</p>	<p>KE</p> <p>KE</p>	
<p>Further improve the attendance of disadvantaged pupils to diminish the gap and raise attendance to 96% or above and reduce persistent absenteeism to 6%</p>	<p>Parent Support worker to continue to support our attendance lead.</p> <p>Target vulnerable families and help with travel to school.</p> <p>Continue with the Walking bus.</p> <p>Hold regular meetings with families who are at risk of falling below 96% attendance.</p> <p>Deploy attendance ambassadors across the school.</p>	<p>Appointment of Parent Support Worker.</p> <p>School attendance figures have improved year on year for disadvantaged children since the appointment of the Parent Support Worker.</p> <p>The role of the Parent Support Worker complements the school's safeguarding and attendance officer.</p> <p>Attendance meetings with parents provide a forum to both; educate parents on the importance of attendance, and glean further information of family' circumstances that may be affecting attendance.</p>	<p>Line management and timetabling of Family Support Worker</p> <p>TS & JB to facilitate family attendance meetings.</p> <p>TS & JB to maintain a fluid attendance plan that adapts to the needs of families as they arise.</p> <p>Data analysis of attendance and punctuality levels for all disadvantaged pupils.</p> <p>Assemblies led by Attendance Ambassadors.</p> <p>Attendance letters and certificates for 100% attendance.</p>	<p>TS</p> <p>TS / JB</p> <p>TS / JB</p> <p>TS / JB</p> <p>TS</p> <p>TS</p>	



	<p>Incentives for pupils with 100% attendance.</p> <p>Action plan with clear milestones for improving attendance.</p> <p>Raise the profile of the importance of good attendance and punctuality throughout school.</p>		<p>Newsletter.</p>	<p>CHH</p>	
Total budgeted cost					£15,330



6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Effective in class teaching and support has closed the gap between disadvantaged and non-disadvantaged pupils.</p> <p>School has closed the gap between the progress of disadvantaged and non-disadvantaged pupils over time.</p>	<p>Quality first teaching.</p> <p>Prioritise planning and marking of books for Pupil Premium children.</p> <p>Catch Up & Keep Up programmes.</p> <p>Staff CPD</p> <p>Pupil Premium teacher.</p> <p>Curriculum Enrichment.</p> <p>Breakfast club.</p> <p>Homework club.</p> <p>Uniform vouchers.</p>	<p>Progress of disadvantaged children in Reading, Writing and Maths was in line with or above national.</p>	<p>School will prioritise the attainment of Reading, Writing and Maths alongside improving Combined in the coming year which will be a focus for all staff appraisals and monthly Best from Everyone Meetings.</p>	<p>£195,121</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil's health and mental well-being is not a barrier to achievement and progress.	<p>One Goal & 6 Habits Mind-set.</p> <p>LIPWB Project.</p> <p>SALT</p> <p>Educational Psychologist.</p> <p>Nurture Hub</p> <p>Parent workshops.</p> <p>Play Therapy.</p> <p>Lego Therapy.</p>	<p>Early identification of pupils with social and emotional needs.</p> <p>Pupils receive targeted therapeutic interventions which meet their individual needs.</p> <p>Families are supported by school in engaging with outside agencies.</p> <p>Number of recorded behaviour incidents has reduced in comparison with the previous academic year.</p> <p>Identified staff are skilled in delivering interventions to groups of pupils to meet their individual needs.</p>	<p>Increase the number of pupils engaging with One Goal throughout school.</p> <p>Robust monitoring, tracking and evaluation of therapeutic groups for impact.</p> <p>Increase the number of hours the EP works in school to enable more children to access the service meaning that identification of additional needs is more timely and all children's needs are being met.</p> <p>Identify children with Speech and Language needs earlier – block SALT team to work in EYFS for the first term in 2017/18 to identify and provide support for children with speech and language delays.</p>	£196,439
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Further improve the attendance of disadvantaged pupils to diminish the gap and raise attendance to 96% or above and reduce persistent absenteeism to 6%	<p>Attendance Officer.</p> <p>Walking Bus</p> <p>Time for Inclusion Lead to monitor data and liaise with families.</p>	To improve the attendance of disadvantaged pupils so that it is in line with or better, national.	<p>Re-employ the attendance officer who is familiar with Abbey Hey families following a break in service.</p> <p>Engage a Family Support Worker.</p> <p>Further raise the profile of the importance of good attendance throughout school.</p>	£7,100