

Abingdon Primary
Impact report for Pupil Premium 2016-17

Number of pupils and pupil premium grant (PPG) received	
Number on Roll Spring 2016 Census	408
Number of pupils eligible for PPG	198
Percentage of pupils eligible for PPG	49%
Amount of PPG per pupil	1305.00
Total PPG allocation 2016-17	£258,720

Impact:

EYFS

	Expected (7S)	
	PP	Non PP
Reading	71%	64%
Writing	71%	64%
Numbers	79%	64%
SSM	79%	64%

Phonics

	National (2016)	WA	
		PP	Non PP
Year 1	81%	85%	83%
Year 2		100%	67%

KS1

	National (2016)	Expected		GDS	
		PP	Non PP	PP	Non PP
Reading	74%	76%	51%	24%	5%
Writing	65%	81%	49%	14%	0%
Maths	62%	81%	49%	33%	5%
RWM	59%	76%	43%	10%	0%

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KS2

	National	Expected		GDS	
		PP	Non PP	PP	Non PP
Reading	71%	55%	63%	14%	10%
Writing	76%	50%	73%	14%	10%
Maths	75%	59%	73%	23%	7%
RWM	61%	46%	53%	0%	7%

***Data from school own system

		Reading		Writing		Maths	
		PP	Non PP	PP	Non PP	PP	Non PP
	Attainment	1D2	1D2	1D2	1D2	1D2	1D2
	Progress						
	Attainment	3D3	3D2	3D3	3E2	3D3	3D2
	Progress	8	8	9	7	7	8
	Attainment	4D1	4E3	4E2	4E1	4E3	4E3
	Progress	10	10	8	8	9	8
	Attainment	4S3	5E1	4S1	4S1	5E1	4S1
	Progress	8	10	9	9	9	10

Expected progress 7 points

Accelerated progress 8 points

- The PSA, Attendance Officer and wellbeing lead worked with parents to encourage good attendance. School Attendance is currently 95.3%. Attendance was over 96% but due to only 22% of the school being present during the religious festival of Eid - attendance dropped by 0.7%. Attendance at parent consultation events was the highest ever with all classes achieving at least 95% attendance across the year (2016 / 2017). Responses to parents questionnaire showed that a 100% of parents are happy that school provides a good happy and safe place for their children to learn (see report summer 2016).

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A wide range of courses and workshops enable parents to understand and support their children in learning e.g. Parents English/maths courses via parent's academy, phonics workshops, calculation workshop and Early Words Together.

- Breakfast club provides breakfast for up to 100 children daily. Children are supported in tooth-brushing and play following a nutritious breakfast. A calm start to the day enables learning to start promptly. Punctuality has improved greatly with fewer families frequently arriving late.
Lunchtime activities have been improved through play resources and training for supervisors. Fewer behaviour incidents are dealt with after the lunchtime period (reported by teachers) as a result of well-managed play.
- Funding for staff to support 1:1 learning in reading, mathematics and writing. Focus on booster sessions at KS2 for Year 6 children – impact with school closing the gap on the combined reading, writing and maths to within 11% of national) – this is a 3% improvement on last year's data. End of KS1 data shows Pupil Premium children have achieved above the National Average.
- Trips and Educational visits have widened the experience of the children allowing them to have first-hand experiences of e.g. visiting a castle, boarding a boat, make a den in the woods visiting Carlton and PGL (residential for year 5 and 6). This improves knowledge and understanding of the world and initial impact is becoming obvious in the range of writing children can tackle (see book scrutiny reports and writing improvement- progress over time). Classes participated in one trip each half-term. This was heavily subsidised by school (£16,000).
- CPD funding has enabled staff to improve in leadership skills. Three members of the team are SLEs: in EYFS, Inclusion and EAL. Data shows that these staff are leading positive improvements in learning (see EYFS data and progress for SEN and EAL children). Improved teaching in Mathematics has resulted from training attended on developing fluency and reasoning in maths - See lesson observations in monitoring file. The impact has been children in KS2 making better than the national progress average. Work on questioning is evident in lesson observations and in displays and floor books. We are developing an ethos for developing growth mindset following recent CPD. See also CPD report.
- Extended school activities maintain pupil involvement in learning beyond the school day and give alternative experiences and coaching. All children now hold a Children's University passport which can be used in school and at

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public leisure sites such as mima, libraries and swimming pools. Activities are available every day after school and during holidays for sport, art, basic skills, IT, and gardening. Children in year 5 were also funded to attend weekly horse riding lessons. Approximately 120 children attend each week. Each year group collects a full picture of the extended curricular experiences across the year in a 'Cultural passport' to ensure a wide range of experiences is the norm.

- A large amount of money (approximately £43,000) was spent on resources – providing children with high quality materials including new reading books to engage reluctant readers in EYFS and KS1, SPAG resources and new maths materials. These resources, together with the high staff: pupil ratio have had a significant impact on the attainment of pupil premium children in KS1: pupil premium children above national average in reading, writing and maths.
- Training in targeted intervention programmes for teaching assistants has resulted in high quality interventions taking place. As a result, our school tracking system shows that KS2 (Y3, Y4 and Y5 pupil premium children have, on average, made accelerated progress in reading writing and maths). Reading recovery data shows good progress for pupil premium children.
- Additional resources funding was used to support our School Improvement plan priorities
- Increased access for children to IT resources has supported enquiry based learning well. Our new computing scheme of work ensures progression in computing skills. Pupil premium children are equally as confident as non-pupil premium (see Y6 computing lesson observation).
- It technician has held regular sessions for parents across the year. These have been well received and he has advised parents on a range of e-safety concerns as well as parental IT skills. Regular attendance at the local digital resilience board, together with on-going training with Ralph Jordinson as an e safety ambassador ensure that our technician has up to date e-safety information that he can share with parents.