

**Abingdon Primary**  
**Impact report for Pupil Premium 2017-18**

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Number on Roll Spring 2017 Census	408
Number of pupils eligible for PPG	186
Percentage of pupils eligible for PPG	46%
Amount of PPG per pupil	1305.00
Total PPG allocation 2017-18	£242,880

**Impact:**

**EYFS**

	<b>Expected</b>	
	<b>PP</b>	<b>Non PP</b>
<b>Reading</b>	<b>53%</b>	<b>51%</b>
<b>Writing</b>	<b>48%</b>	<b>51%</b>
<b>Maths</b>	<b>48%</b>	<b>51%</b>

**KS1**

	<b>National (2018)</b>	<b>Expected</b>		<b>GDS</b>	
		<b>PP</b>	<b>Non PP</b>	<b>PP</b>	<b>Non PP</b>
<b>Reading</b>	<b>75%</b>	<b>68%</b>	<b>56%</b>	<b>0%</b>	<b>0%</b>
<b>Writing</b>	<b>70%</b>	<b>63%</b>	<b>51%</b>	<b>0%</b>	<b>0%</b>
<b>Maths</b>	<b>76%</b>	<b>63%</b>	<b>51%</b>	<b>0%</b>	<b>0%</b>
<b>RWM</b>	<b>58%</b>	<b>58%</b>	<b>46%</b>	<b>0%</b>	<b>0%</b>

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KS2

	National (2018)	Expected or above		GDS	
		PP	Non PP	PP	Non PP
Reading	75%	50%	58%	7%	8%
Writing	78%	57%	58%	3%	0%
Maths	76%	70%	83%	10%	13%
RWM	64%	50%	54%	0%	0%

\*\*\*Data from school own system

	%	Reading		Writing		Maths	
		PP	Non PP	PP	Non PP	PP	Non PP
Year 1	ARE or +	68	47	56	50	56	50
	Above ARE	12	6	0	0	0	0
Year 3	ARE or +	53	29	53	29	47	21
	Above ARE	19	18	13	14	16	4
Year 4	ARE or +	44	44	41	41	48	38
	Above ARE	11	19	15	22	7	0
Year 5	ARE or +	45	48	36	29	33	43
	Above ARE	15	14	9	0	6	5

- The PSA, Attendance Officer and wellbeing lead worked with parents to encourage good attendance at School Attendance is currently 96.4% Attendance at Parents consultation events continued to be high. Responses to parents questionnaire showed that 100% of parents are happy that school provides a good happy and safe place for their children to learn (see report summer 2017). A wide range of courses and workshops enable parents to understand and support their children in learning e.g. Parents English/maths courses via

**Abingdon Primary**  
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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 supported 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,
- 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. And this was heavily subsidised by school (£16,000).
- CPD funding has enabled staff to improve in leadership skills. Two members of the team are SLEs in EYFS and Inclusion respectively. Data shows that these staff are leading positive improvements in learning see EYFS data and progress for SEN chn. 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 . The impact of staff training on Challenging Learning has improved teachers' skills in the use of questioning, talk and dialogue (evident in lesson observations and in displays and floor books). The work on creating an ethos for 'growth mindset' continues to have impact. See also CPD report.
- Extended school activities maintain pupil involvement in learning beyond the school day and give alternative experiences and coaching. Activities are available every day after school and during holidays for sport, art, basic skills, IT, and gardening. Approximately 120 children attend each week. Each year

**Abingdon Primary**  
**Impact report for Pupil Premium 2017-18**

group collects a full picture of their extended curricular experiences in a 'Cultural Display' to ensure a wide range of experiences is the norm.

- A large amount of money was spent on resources – providing children with high quality reading materials. These included:
  - new reading books for daily independent whole class reading time (Everyone Reading In Class) to engage reluctant readers
  - Project X Code reading scheme and resources to provide targeted support for struggling readers (see Intervention Analysis)
- Additional resources funding was used to support our School Improvement plan priorities
- Training in targeted intervention programmes for teaching assistants has resulted in high quality interventions taking place. As a result, the school tracking system shows that KS2 children (Y3, Y4, 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.
- Increased access for children to IT resources has supported enquiry based learning well. The new computing scheme of work ensures progression in computing skills. The purchase of a further mobile unit of laptops means all children have easy access to IT resources.
- 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 the IT technician has up to date e-safety information that can be shared with parents.