

## Abingdon Primary

### Impact report for Pupil Premium 2018-19

Number of pupils and pupil premium grant (PPG) received	
Number on Roll Spring 2017 Census	415
Number of pupils eligible for PPG	182
Percentage of pupils eligible for PPG	44%
Amount of PPG per pupil	1320.00
Total PPG allocation 2018-19	£240,240

### Impact:

#### EYFS

	Expected	
	PP	Non PP
Reading	57.1%	57.9%
Writing	52.4%	55.3%
Maths	57.1%	63.2%

#### KS1

	National (2019)	Expected		GDS	
		PP	Non PP	PP	Non PP
Reading		75%	53%	10%	2.6%
Writing		60%	47%	0%	0%
Maths		70%	55%	15%	3%
RWM		45%	47%	0%	0%

#### KS2

	National (2019)	Expected or above		GDS	
		PP	Non PP	PP	Non PP
Reading	73%	66.7%	70.6%	15.2%	29.4%
Writing	78%	42.4%	58.8%	0	0
Maths	79%	72.7%	70.6%	24.2%	47.1%
RWM	65%	42.4%	58.8%	0	0

**Abingdon Primary**  
**Impact report for Pupil Premium 2018-19**

*\*Data from school own system*

		Reading		Writing		Maths	
%		PP	NON PP	PP	NON PP	PP	NON PP
Year 1	ARE or +	76%	70%	57%	70%	71%	76%
	Greater Depth	0	0	0	0	0	0
Year 3	ARE or +	63%	55%	71%	67%	46%	42%
	Greater Depth	0	6	4	6	0	0
Year 4	ARE or +	70%	48%	45%	26%	67%	52%
	Greater Depth	0	4%	0	0	3%	4%
Year 5	ARE or +	38%	35%	33%	26%	25%	23%
	Greater Depth	0	0	0	0	0	0

Review of Pupil Premium Policy and Expenditure 2018/19

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>												
<b>A</b>	<b>Maintaining the increased attendance rates in children eligible for PP. Increased attendance for persistent absentees in the current Year 4 cohort. Pupil pen portraits will be used to identify and target specific children.</b>	<b>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance is maintained at 96% or higher.</b>												
<p><i>PSA, attendance and data clerks along with inclusion and wellbeing lead were able to monitor attendance. Use of information gathered from pen portraits and pupil progress meetings was used to target and track individual pupil premium children.</i></p> <p><i>Attendance by Pupil Premium children for the academic year 2018/19 was 96.1% compared to 95.4% for non-Pupil Premium. 6% PP children had less than 90% attendance. Out of the total number of children who had less than 90% attendance, only 27.5% were PP children compared to 72.5% non-PP.</i></p>														
<b>B</b>	<b>The curriculum is specifically tailored to allow access for all.</b>	<b>Accelerated progress for mobile PP in reading, writing and maths.</b>												
<p>Average points progress in reading, writing and maths:</p> <p><b>End of Key Stage 2 progress data for Pupil Premium is currently not available. This will be added to this report once it becomes available.</b></p> <p><i>*Data from school own system</i></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>2.3</td> <td>2.3</td> </tr> <tr> <td>WRITING</td> <td>2.3</td> <td>2.25</td> </tr> <tr> <td>MATHS</td> <td>2.25</td> <td>2.5</td> </tr> </tbody> </table>				PP	Non PP	READING	2.3	2.3	WRITING	2.3	2.25	MATHS	2.25	2.5
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**Abingdon Primary**  
**Impact report for Pupil Premium 2018-19**

*Through the employment of two extra teachers, there were three Year 6 classes as well as a nurturing hub for children in Year 5 and 6 who were working significantly below ARE. This enabled all children to make significant progress with a curriculum that was tailored for their individual needs. In addition to this, there was an EAL hub for those children who arrived, new to school, with very little or no English. Challenge Learning CPD continued this academic year. Andrew Jeffrey, a well-known maths specialist, delivered whole school CPD aimed at providing children with conceptual and deep understanding for maths. All staff have successfully used strategies from the CPD training, and this was evidenced through learning walks and lesson observations.*

*The whole school curriculum was adapted but continues to evolve as it was identified that a new knowledge based curriculum was needed. Teachers were given release time to plan for this along with support from the basic skills leaders and it will be implemented in September 2019, ready for the next academic year.*

*Pupil progress meetings were held termly after data analysis in order to identify specific gaps in learning and to target and track individuals who needed extra support. Extra support was delivered by teaching assistants through intervention programmes such as Project X Code, Pirate Writing, On Track Maths, LEXIA and PiXL. Accelerated progress was evident, especially in Project X Code in Year 4, and in On Track Maths in Year 3 (see intervention analysis spring 2019).*

<b>C</b>	Children are well supported by a range of counselling services.	A 65% reduction in the number of behavioural issues.
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*Children with severe emotional/mental issues were identified and were able to, and continue to access weekly support through hourly counselling sessions with an independent play therapist. A behaviour lead was employed to support individuals and groups who have difficulties with emotions and behaviour. OPAL playtime is now well established and well managed by the lunchtime supervisors: this keeps children focused and able to take part in cooperative play. The SENDCO has attended THRIVE training and will be supporting more children with emotional issues from early in the 2019 -20 academic year. The number of reported behavioural issues has dropped from 235 incidents (2017-2018) to 197 incidents (2018-19)(see CPOMs)*

<b>D</b>	Articulate children who are able to participate in dialogue and explain their learning.	Raised attainment and progress scores in reading and writing. (65% achieving age related expectation which is whole school target).
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*Challenge Learning CPD continued this year with a focus on dialogue, feedback and P4C. Learning walks and lesson observations show that many of the strategies have been used effectively and children have more opportunity for thinking. They are able to justify reasons for their answers during paired, group and whole class discussions.*

<b>E</b>	<b>Increase parental engagement with school and education as a whole. School to provide a range of high-quality off-site learning experiences.</b>	<b>An average across the year of 90% attendance at parental events. All children attending visits at least three times per year.</b>
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*Trips and Educational visits have widened the experience of the children allowing them to have first-hand experiences of e.g. visiting a Roman fort, canoeing, make a den in the woods visiting Carlton and PGL (residential for year 5 and 6). Classes participated in at least one trip or had one visitor per half term. Floor books, workbooks and learning walks showed children's knowledge of the local area and beyond. Parental engagement has increased, from the bottom-up with parents being invited into school to read with their child once a week in Reception. We have also improved parent commitment to reading with their children, by asking them to support their child to change their reading book, increasing parental ownership.*

**Abingdon Primary**  
**Impact report for Pupil Premium 2018-19**

*We have also developed RED (Reading Everyday with Dad), an initiative supporting Dads (or any males!) to read to their child/children every day. The opening ceremony was held within the library and the closing celebration ceremony was at the Riverside Stadium. The feedback from this was incredibly positive.*

*Each year group held half-termly parents events to showcase children's knowledge and learning, and these events were very successful with a high proportion of parents regularly attending.*

*The ICT technician held drop-ins for parents to support and help them in keeping their children safe online.*

<b>F</b>	Children and their families understand the benefits of leading a healthy lifestyle and are able to put this into practice. Monitoring of school meals and packed lunches show healthy eating choices.	Increase in number of PP enrolling in sports clubs to 60%. Healthier food choices at lunchtime.
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*Breakfast club provides breakfast for up to 100 children daily. Children are supported in tooth brushing and play, following a nutritious breakfast. The sports coach has increased the number of sporting after-school clubs with a high uptake by all pupils, and the attendance for these clubs is high. (see registers) TAs regularly monitored the contents of packed lunches and sent regular reminders to parents about what a healthy packed lunch should consist of. The understanding of leading a healthy lifestyle continues to be a priority so a UPS teacher is to take on role of promoting healthy meals from the next academic year.*

*During the summer holidays (2019), in an attempt to defeat holiday hunger, the school opened for 3 days per week for 'Feast of Fun' where 22 pupil premium children were able to take part in an hour long sports session and have a nutritious lunch.*

<b>G</b>	Children to complete homework regularly. Increased attendance at Parents' Academy sessions.	Parents will have a greater understanding of the school curriculum and how they can support at home. Increased number of pupils completing and returning homework regularly.
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*Parent events were held every half term to showcase pupils work and to hold workshops on how they can support their children with homework.*

*We have also improved parent commitment to reading with their children, by asking them to support their child to change their reading book, increasing parental ownership. (see reading logs for target group and individual class records)*

*We have also developed RED (Reading Everyday with Dad), an initiative supporting Dads (or other male family member) to read to their child/children every day. The opening ceremony was held within the library and the closing celebration ceremony was at the Riverside Stadium. The feedback from this was incredibly positive.*