



## Pupil premium strategy statement: Abbey Mead Primary Academy

1. Summary information					
<b>School</b>	Abbey Mead Primary Academy				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£134,500	<b>Date of most recent PP Review</b>	5 <sup>th</sup> Jan 2019
<b>Total underspend (19/20) due to lockdown</b>			£28,514.89		
<b>Total available this year</b>			£163,014.89		
<b>Total number of pupils</b>	721	<b>Number of pupils eligible for PP</b>	100	<b>Date for next internal review of this strategy</b>	March 2021

2. Current attainment 2018-2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2019 provisional national average, except * 2018 final national average)</i>
<b>% achieving expected or above in reading, writing and maths</b>	69	71
<b>% making at least 0.0 progress in reading</b>	1.3	0.3
<b>% making at least 0.0 in writing</b>	-4.5	0.2
<b>% making at least 0.0 in maths</b>	1.7	0.3

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers

<b>A.</b>	<b>Communication, Language &amp; Oracy Development (EYFS Investment)</b> Many of our PP pupils begin school at starting points in both Nursery and Reception in need of support with communication, verbal expression, modelling language and reasoning. Early Years practitioners identify PP eligible pupils to work alongside in order to explicitly extend the child's spoken vocabulary, introducing them to new words in context and drawing attention to letters and sounds. They adopt approaches aimed at developing thinking and understanding through language. However, this is not solely a barrier for our younger pupils as a significant number of children enter the school at starting points other than usual intakes with little or no language. In addition to communication difficulties, these children often lack schooling and quality first-hand experiences which further prevent the development of vocabulary and knowledge – this directly effects speaking and listening, reading and writing attainment and progress. We wish to further build upon the success of last year in ensuring all pupils have access to the best possible start to their education through broadening our children's lived experiences in order to develop the cultural capital they do not necessarily receive outside of school (visits, galleries, theatres, history, literature, arts).
<b>B.</b>	<b>Boys Achievement</b> More disadvantaged pupils and boys are working below ARE in reading and writing in Yrs 4 & 5 (Vulnerability Index).  <b>Higher Ability Groups</b> The numbers of higher ability PP eligible pupils is less than that of the non-PP group and does not appear to greatly increase as the pupils move through the school in the same way that the non-PP higher ability groups increase. For example, the numbers of PP pupils in Reading 'above typical' or GD at the end of 2018/19 is similar to the beginning of the year. We will therefore identify pupils with the potential to achieve this depth of learning and focus our efforts upon quality feedback for these learners regarding their performance relative to their learning goals.
<b>C.</b>	Whilst overall attainment at the end of KS2 has risen in all subjects to be in line or above national figures, the progress of pupils is lower than that found nationally; specifically in respect to writing ARE and GDS. It is vital that the progress of all pupils is tracked accurately across the Key Stage to ensure that timely and effective QFT and intervention is deployed. Where, poor provision and inaccurate assessments have existed previously, this has been tackled to ensure that no child is adversely affected.

#### External barriers

<b>D.</b>	Anecdotal evidence suggests that parents of PP eligible pupils are less inclined to engage with school staff in promoting learning within different aspects of school life. This includes the attendance of PP children at school; alongside their engagement in performances and events; homework activities; home reading; attending parents' evenings and celebrations of learning.
<b>E.</b>	The large majority of pupils requiring support for emotional deficits or family support are PP eligible pupils with family concerns and parenting issues impacting upon achievement over the longer term. Parental engagement for some of these families also impacts upon

the achievement of PP eligible pupils. These families benefit from the support school can offer to enable them to become more active in their child's education which has a direct impact on outcomes for pupils.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Communication and Language Development</b></p> <p>Early intervention and precision first wave quality teaching is administered in Nursery, EYFS and KS1 and KS2 to close gaps - Gaps are identified quickly, addressed and closed. Enhanced opportunities for children to be immersed in curriculum experiences through introducing free enrichment opportunities for all PP pupils.</p>	Improved data – at the end of Nursery, Reception and KS1 Data is in line with other pupils nationally for reading, writing and maths for KS1/2 2019 SATs. Writing gap with non PP closes with assistance of first-hand experiences/visits. PP pupils take up the varied enrichment opportunities offered across the academy.
<b>B.</b>	To ensure that the number of PP children achieving GDS is accelerated and ensure there is no discernible gap in progress for PP children and the rest of the cohort.	GDS figures both in external and internal data are in line with GDS achieved by other pupils nationally and progress is on a par. Teachers appraisals targets specifically target this need through named pupils. Pupil progress meetings hold teachers to account for this. Progress in books demonstrates rapid improvement. PP monitoring through learning walks/lesson obs. show quality first teaching. Children will be identified on intervention documents so they can be monitored more regularly.
<b>C.</b>	For the progress of PP pupils, from different starting points, to be at least in line with national.	Progress measures for PP pupils both internally and externally match that of other pupils nationally.
<b>D.</b>	As academy wide attendance improves, the attendance and punctuality of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage	Overall attendance for PP pupils improves and closes the gap on the cohort. For pupils, who have previously had exceptionally high rates of absence, attendance is rising quickly towards the national average.
<b>E.</b>	Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through minimal exclusion figures, shorter term CP plans and increased parental engagement. Through work with external agencies, families are supported to improve parenting capacity.	Improved identification of children needing internal family support leading to fewer children needing long term Child Protection plans. Continued work with external agencies to provide additional support where needs cannot be catered for within school.

5. Planned expenditure					
Academic year	2019/20				
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?
<p>A - Early intervention and precision first wave quality teaching is administered in Nursery, EYFS and KS1 and KS2 to close gaps - Gaps are identified quickly, addressed and closed. Enhanced opportunities for children to be immersed in curriculum experiences through introducing free enrichment opportunities for all disadvantaged pupils.</p>	<p>Early language development and real-life experiences will be enhanced through the EYFS provision and school wide outdoor facilities. Adults are astutely trained to promote rich language experiences and staffing levels allow for personalised provision where necessary.</p> <p>Subsidised after school clubs will provide pupils with enhanced opportunities to develop life skills which they would otherwise be unable to access. These will focus upon developing pupils' social and communicative skills.</p> <p>School facilities are provided for use to local community groups at a nominal fee to develop cultural capital. These include: Madrasa classes, Indian Education, Divine Youth (Postponed due to COVID)</p> <p>Development of outdoor junior provision and roles to provide pupils with opportunities to contribute to the school community and build communication skills alongside strengthening character.</p>	<p>Maximising the opportunities within the school days for children to develop their spoken English will enable them to access the wider curriculum.</p> <p>Provision implemented, demonstrated improvements in confidence and application.</p> <p>Developing the character of the whole child supports social functioning and academic performance</p>	<p>Accountability of varying stakeholders</p> <p>Individual tracking data for each child shared with class teacher</p> <p>Language development to be an interwoven theme across SIP which is reviewed by Local Academy Council and Trust.</p> <p>Boxall profiles will show increased percentiles for identified pupils</p>	<p>Principal</p> <p>Pastoral Support Lead</p> <p>EVC</p> <p>EYFS &amp; phase leaders</p>	<p>March 2021</p> <p>&amp;</p> <p>Sep 2021</p>

	<p>Staffing structure and ratio in the EYFS is higher than the rest of the academy to ensure ample opportunities to provide language opportunities.</p> <p>Bespoke phonics training to be delivered to EYFS team to drive forwards rich language</p> <p>Through committing to character education, ensure that pupils develop a well-grounded and conscious understanding of their strengths and areas for development.</p> <p>Year 6 residential opportunity will be subsidised for all PP pupils with opportunities to work outside of their comfort zone in a safe environment.</p> <p>School enrichment experiences will be 50% subsidised to all pupils and 100% subsidised for PP pupils so to reduce pupils' likelihood of being disadvantaged by their economic circumstances.</p> <p>Whole school events and productions will encourage the children to build spoken literacy skills through performance (Diwali, Eid, Navratri, Christmas, Easter, Harvest)</p> <p>Continue to embed new Novel Led Curriculum which exposes children to high quality and inspiring texts.</p> <p>Appointment of specialist music teacher to deliver enriching curriculum to promote cultural capital.</p>				
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<p><b>B</b> - To ensure that the number of PP children achieving GDS is accelerated and ensure there is no discernible gap in progress for PP children and the rest of the cohort.</p>	<p>Staff led professional development through phase structures (specific to year groups) ensures staff have access to bespoke and purposeful training. Where</p> <p>External support for staff on developing our GDS writers which is devised to fit the context of our school.</p> <p>Sourcing and establishment of cross Trust working parties and year group support.</p> <p>Performance management will empower staff to actively find areas for development</p> <p>Subject leaders will effectively deploy support to improve the capacity of teachers to meet highest attaining pupils' needs through building consistency. The development of the APE approach will further promote reasoning.</p> <p>Pupils progress meetings will allow for rigorous and robust data tracking, analysis and dialogue which leads to identification of specific children including PP for targeted interventions.</p> <p>Feedback on performance of sub-groups. Data tracking will allow for intervention and focus to be directed accordingly to raise expectations.</p> <p>Peer observations and mentoring to further QFT and NQT provision.</p>	<p>Astutely focused CPD to improve the teaching of reading, writing and maths through coaching and peer to peer support to improve Quality First Teaching and the deployment of support staff.</p> <p>PP pupil interviews and discussions around life chances and aspirations</p> <p>This will ensure that no pupils are disadvantaged by their circumstances and have access to better quality lives.</p> <p>CPD to ensure assessment is analysed accurately at different points in the year including data from the vulnerability index.</p>	<p>3 Data Points to analyse data</p> <p>Lesson observations/learning walks/work scrutiny</p>	<p>Literacy Leader</p> <p>Maths Leader</p> <p>Principal</p> <p>Principal Phase Leaders JA</p>	<p>March 2021</p> <p>&amp;</p> <p>Sep 2021</p>
<b>Total budgeted cost</b>					£52,500

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>C</b> - For the progress of PP pupils, from different starting points, to be at least in line with national.</p>	<p>Deployment of additional teacher time to focus on PP pupils across the academy and in Year 6 to decrease class size and provide bespoke provision (ZE contract &amp; succession planning - SCITT)</p> <p>NQT and RQT release time; alongside additional release time for assistant principal and mentors to provide continual development and coaching.</p> <p>Phase structure and interventions to focus upon identified sub groups of PP pupils in order to ensure personalised and focused interventions; particularly boys.</p> <p>Highly skilled TAs to deliver bespoke BRP sessions to identified PP children in order to enhance and accelerate learning.</p> <p>TAs to receive high levels of training and support to maximise progress – coaching</p> <p>SC &amp; ZE to work alongside identified pupils in Year 6 to accelerate learning.</p> <p>SA to work alongside identified vulnerable pupils in Year 5 to accelerate learning (2 days) &amp; CC (3 mornings)</p>	<p>Focussed and personalised CPD through coaching and peer to peer support is a proven method to improve quality First Teaching.</p> <p>Focussed interventions from highly trained members of staff to ensure that pupils make better than expected progress.</p>	<p>3 Data Points to analyse progress and attainment data</p> <p>Pupil Progress meetings</p> <p>Challenge Partner Review March 2021</p> <p>TMET Academy Improvement Forum</p> <p>Lesson observations/learning walks/work scrutiny by maths/English specialists</p>	<p>Principal</p> <p>Vice Principal/Phase leaders</p> <p>Subject leaders</p> <p>JA</p>	<p>Jan 2021</p> <p>&amp;</p> <p>Sep 2021</p>
<b>Total budgeted cost</b>					<b>£56,000</b>

<p><b>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through minimal exclusion figures, shorter term CP plans and increased parental engagement. Through work with external agencies, families are supported to improve parenting capacity.</b></p>	<p>Pastoral Support Lead</p> <p>Removing Barriers to Learning Team aims to empower pupils and parents/carers to make positive changes in their lives for the wellbeing of the entire family.</p> <p>We build ‘non-judgemental’ relationships with families to ensure we get the best out of everyone and that their voices are heard.</p> <p>We support parents / carers with housing, Visa and school applications, write reports for medical appointments, signpost to debt management agencies and charity support.</p> <p>Establish a food bank which will directly support the immediate community.</p> <p>We offer pupils in house support in regard to bereavement counselling, friendship concerns and conflict resolution.</p> <p>Through effective liaison with external agencies, we source and ensure pupils receive specific support/interventions to meet their individualised needs which are often funded by the academy (play therapy, Relate Counselling, SEMH advice and support)</p>	<p>Families that receive help and support prior to a crisis point are more able to cope with the many challenges that some families face – housing, drug abuse, parenting, etc.</p> <p>Pupils who have strength of character and are resilient to failure are more likely to succeed.</p>	<p>Termly RB2L meetings</p> <p>Ongoing CPD through external training offered by LCC.</p> <p>Attend DSL forum three times a year.</p> <p>Multi agency information sharing.</p> <p>Bi-annual joint planning meeting</p>	<p>Principal</p> <p>SENCO</p> <p>RB2L Team</p>	<p>Jan 2020</p> <p>&amp;</p> <p>Sep 2020</p>
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<p><b>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement</b></p>	<p>Offer tools for parents / carers to improve routines and boundaries at home</p> <p>Undertake training and offer specific parenting workshops (Solihull Parenting Programme) through liaison with Family Learning Service to best support pupils' development.</p> <p>Strengthen character of pupils to build positive outlook and resilience to failure through continuing to develop Route 2 Resilience approach and sharing with other city schools to support pupils across the city.</p> <p>Access additional support, advice and workshops through Special Needs Learning Service – advocating for children and putting into place support prior to any funding agreements.</p> <p>Work closely with and deploy additional staff to support transition between schools – securing best suited placements.</p>				
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	<p><b>Total budgeted cost</b> £35,000</p>
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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?
<p><b>D:</b> As academy wide attendance improves, the attendance and punctuality of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage</p>	<p>Half-termly analysis of attendance data and identification of vulnerable pupils and those identified as Persistent Absentees.</p> <p>Additional admin/support worker to support first day response provision to aid pupils in coming to school; establishing positive routines and supporting vulnerable families in the mornings to assist in getting children to school</p> <p>Attendance incentives to motivate and sustain improvements.</p> <p>For identified PP children to be offered the provision of breakfast club to support with punctuality.</p> <p>Buy-back into Education Welfare Service provision.</p> <p>Attend Cross Trust network and working party to focus upon Attendance of vulnerable pupils.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Termly RB2L meetings where attendance is discussed.</p> <p>Dissemination of relevant information to those best placed to offer support (Pastoral Support Lead, class teachers, School Nurse, etc.).</p> <p>All phase leaders will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Coaching &amp; mentoring offered to Attendance &amp; Welfare Officer by Principal.</p>	<p>Pastoral Support Lead</p>	<p>Jan 2020 &amp; Sep 2020</p>
<b>Total budgeted cost</b>					£26,000