



Abbeys Primary School Pupil Premium Funding Statement

<p>Overview:</p>	<p>The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who have been eligible for free school meals (FSM) at any time in the last six years, are looked after or have parents currently in the Armed Forces. In 2017/18 the funding allocated was £1,320 per child and £1,900 for looked after children, £300 for children of Armed Forces families.</p>
<p>Total amount allocated to the school for the current academic year:</p>	<p>The Pupil Premium allocation for the 2018/19 academic year is in the region of £106,580</p>
<p>How the previous year's allocation was spent:</p>	<p>Last year's allocation of £109,560 was spent in a number of ways, including:</p> <ul style="list-style-type: none"> • The provision of an additional teacher for Y5/6 to allow smaller groups focused on raising attainment in literacy • Provision of additional support staff to allow targeted intervention work in small groups • Teacher and TA training • Resources to provide curriculum and learning enrichment • Whole-class interventions • Employment of an Attendance Officer in conjunction with other local partnership schools to support school expectations on attendance and assist parents in ensuring that their child attends school every day • Nurture groups supported by a Senior Practitioner • A counsellor to work with Y6 pupils to aid their transition to secondary school, and provide play therapy to individuals with SEMH needs • Subsidising after school club activities and enrichment experiences as part of the school curriculum offer • Subsidising trips and visits, both topic based and residential • Resources for activities for managing feelings • Therapeutic Counselling
<p>The impact of last year's pupil premium funding:</p>	<p>The above uses of funding helped to impact on outcomes for pupil premium-eligible children. Attendance for pupil premium children showed a year on year rise, from 93.4% across the 2016-17 academic year for this cohort, to 95.8% during 2017-18. Work with individual families including pastoral support was carried out by our part-time Attendance Officer, where poor punctuality or attendance was identified as a barrier to learning. Progress across Key Stage 1 and 2 year groups is tracked separately, to evidence the impact of narrowing gaps in achievement for Reading, Writing and Maths. The best outcomes were achieved in Reading by the disadvantaged children in Years 3, 4 and 5, whilst the Year 3 pupils outperformed the non-disadvantaged children in all three subjects. Year 6 children had access during the Spring and Summer terms to the 3rd Space online learning platform for Maths funded by pupil premium, and this will continue for the current academic year. As a result, the</p>

	<p>progress made by the disadvantaged cohort slightly outperformed the other Year 6 children. This also contributed to a rise in the total percentage of children achieving age related levels in Maths SATs - 64% compared to 61% the previous year.</p> <p>Intervention teaching in Year 6 contributed to the whole year group achievement in Writing and English Grammar, Spelling and Punctuation. This resulted in outcomes close to national levels (within 3%, equal to one child); closing the gap in attainment for both subjects. We will continue to monitor the progress and attainment of disadvantaged children across this academic year, as with other groups, including monitoring and evaluation of teaching and learning, work and planning scrutinies, interventions and pupil progress meetings.</p> <p>Despite careful, strategic use of Pupil Premium funding, There remain barriers which can affect its impact.</p> <ul style="list-style-type: none"> • Parental engagement - Although we are pleased that over 90% of our parents and carers commit to attending Parents' Evenings in school, we continually target increased engagement from parents to encourage reading at home each day and regular completion of homework. • Environmental - West Bletchley is an area high on the Index of Social Deprivation. Milton Keynes Council data shows our ward has significant numbers of Children's Services referrals and Police dealing with domestic incidents. As a result, some of our families experience challenges which have an impact on their children's school lives. • Attendance - This is an issue for some pupils. Our Schools' Attendance Officer spends two days each week in school working with families and raising awareness of our attendance and punctuality expectations. One early help strategy used is the issuing of a medical card, which is used to evidence a visit to a GP when attendance levels drop below 90%. • SEND - A small number of Pupil Premium eligible children also have special educational needs, which can be complex and substantial, requiring significant levels of support.
<p>How the money will be spent this academic year:</p>	<p>Some of the ways in which the funding is planned to be spent in the current year include:</p> <ul style="list-style-type: none"> • The continued provision of small groups in Y5/6 for literacy, also extended to mathematics • Teacher training, including a focus on children with social, emotional and mental health needs, and special educational needs and disabilities. • Training of support staff, including training for effective delivery of grammar, punctuation and spelling • Topic based school trips • Additional educational resources for enrichment • Additional TA support for intervention • Further development and continuation of therapeutic sessions, delivered by a trained counsellor • Supporting the improvement of school meals provision <p>The progress of children who benefit from Pupil Premium Funding will be carefully monitored by the school. Parents are welcome to ask about the impact of specific interventions to support their child.</p>