

# Pupil Premium Report to Governors for the Academic Year 2016 - 2017

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Pupil Premium Numbers (inc. CLA and Post LAC)

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
1	1	3	2	2	4	3

## **Pupil Premium Expenditure Report to Governors for the Academic Year 2016 – 2017**

### **School Context**

Abel Smith Primary School is one form entry with a preschool and nursery. The vast majority of pupils come from families with low levels of deprivation. The school has a deprivation index of 0.07 and national is 0.21, placing the school in the lowest 20% of the country. The school's deprivation indicator is also significantly lower than the national average.

The number of pupils entitled to Free School Meals (FSM) is significantly lower than the national average. The number of SEN pupils and those with an EHCP is significantly lower than the nation average. English is the first language for the vast majority of our children and parents; even the small minority from other ethnic backgrounds where their home language may be different.

Mobility is significantly lower than the national average. School stability percentage is 92.8%. There is a difference of 7.1% between the school and the national stability rate.

Our primary objective in using Pupil Premium Money is to diminish the gap between pupils. As a school we have an excellent track record of ensuring that pupils make at least good progress, and over the last three years we have been successful in bridging the gap in outcomes between FSM and non-FSM pupils. Careful analysis of pupil data has been used to inform decisions as to how the funding should be allocated to ensure the maximum impact. Our robust self-evaluation procedures and a number of case studies have guided us in know where and how to spend our pupil premium allocation effectively. In addition, existing research and publications has been referred to (Ofsted Good Practice Series and the Sutton Trust) so as to inform senior leaders to make informed decisions. We have sought professional advice from educational experts (Educational Psychologists), external organisations (the Leaf Café a reading intervention) and identified opportunities for pupils to have enriched and enhanced experience of the curriculum (nurture groups, music, trips and sporting activities).

Amount of pupil premium received	£21, 662.49 of which £282.49 is EYFS
Amount of pupil premium plus received	£1,900
A summary of the barriers to educational achievement faced by the disadvantaged in Abel Smith School	Low aspirations Low self esteem Poor attendance or lateness Special Educational Needs Economic and personal difficulties facing parents which inhibits their capacity to support learning at home Teacher's understanding of deprivation and needs
How pupil premium funding is used to address to diminish the difference?	Provision maps clearly identify interventions to accelerate progress and close the attainment gap. Programme of intervention which includes pre-teaching by the class teacher and planned programmes of intervention by experienced and skilled support staff, family support workers, nurture groups and activities. A wide range of extra-curricular activities at school during the day and after school. Parent meetings and support. Use of outside agencies: Educational Psychologist, Play Therapist, Use of local business to inspire and nurture: Leaf Café Book Shop – reading intervention
How was the previous academic year's allocation spent?  What was its impact on the educational attainment of disadvantaged pupils?	Teaching support – pre-teaching and interventions Educational Psychology Assessments to identify specific needs and targeted intervention strategies Play Therapy Leaf Café – reading intervention upper KS2 Extra-Curricular activities, especially sports and school trips Outstanding dinner money debt, uniform or educational resources
How does the school measure the impact of the funding?	Attendance (monitored weekly) Attitude to school (pupil voice) monitored at least half termly Pupil progress measured termly (half termly if underachieving) Pupil outcomes assessed termly PEP and IEPs for LAC or Post LAC or children with additional needs
Outcomes for pupil premium children	8 pupil premium children 75% ARE for reading 50% ARE for writing and maths Progress is 100% for reading and writing and 87.5% for maths.
Outcomes for pupil premium plus children	CLA 100% ARE in RWM and made 100% progress PLAC ARE for R and working towards ARE in writing and maths. Expected progress in R and one step below in W and M. PLAC Working towards ARE expectation in RWM. Made expected progress in RWM.
Absence	KS1 attendance is above 95% Lower KS2 there are 2 pupils who have an attendance of below 95% Upper KS2 there are 3 pupils have an attendance of below 95%