



Romsey Abbey CE Primary School

Pupil Premium Impact Statement 2016-2017

The pupil premium cohort consisted of 41 children distributed as below.

Year Group	R	1	2	3	4	5	6
PP numbers	3	4	6	4	4	10	10

Intervention and Cost	Description/Building Block	Impact
Funding of school visits for disadvantaged children Approx cost £1710 French Residential	Continue to develop a whole school ethos of attainment for all with high aspirations for all pupils. Use of strategies in class to enhance the provision for Pupil Premium pupils, e.g. prioritise PP students, visit them first in lessons, give them high status in group	<i>"Pupils value the range of educational visits on offer."</i> Ofsted 2017 <i>"The curriculum provides valuable opportunities for pupils to learn beyond lessons. Pupils were clear that this is strength of the school and gave many examples of memorable days out. These included visits to Winchester Cathedral, the Museum of Arm Flying, the Houses of Parliament and an indoor climbing centre. The oldest pupils are eagerly awaiting the annual Year 6 visit to France. Younger pupils said they enjoyed visiting Romsey Abbey and experiencing worship"</i>

<p>for Year 6 £1650</p> <p>Gardening and cookery £1500</p> <p>Music Lessons for individuals £1650 and whole class £19,409</p>	<p>tasks, identify them and sit them where they can easily be sat next to, mark their work first (including homework), give them 1:1 time in lessons, homework support including resources and use them as peer tutors and peer supporters. Time will be given to developing these strategies in phase meeting.</p> <p>The children went on a wide variety of extra-curricular trips and visits to enrich the-curriculum. All children were able to take part in these visits regardless of parental contribution.</p>	<p><i>there.” Ofsted 2017</i></p> <p>100% of Year 6 children attended the week long residential to France. One disadvantaged family handed over left over Euros from spending money to be given to a child the following year as they acknowledged that their family would not be able to travel abroad and use it themselves. They said this was a once in a lifetime opportunity for their child.</p> <p>At Romsey Abbey School we believe that music should be accessible to all children. Our school is well known for its outstanding music provision; every pupil has weekly music lessons with a specialist music teacher. All pupils are encouraged to join our orchestra, the choir and take up an instrument at school. Each year we compete in Hampshire music festivals, any child can take part and we enjoy a great deal of success. Past pupils are regularly represented in county and national choirs and orchestras.</p> <p><i>“Most pupils also benefit from musical instrument lessons. Some join the choir and sing at local events.”</i></p> <p>36% of Pupil Premium children form KS2 performed solos in the summer concert. This is in line with the 39% of non-pupil premium children who performed in the same concert.</p> <p>In our school we use school visits to enhance and enrich the curriculum. They are planned for the beginning of each term to ensure the most use can be gained during the term. Children who may not always be able to get out and about benefit enormously from this additional learning. We have noticed that the writing following a visit is always of a higher standard than that produced when children have not had first-hand experience of what they are writing about. Children learn French from Year 1-6 in the form of a short weekly lesson by a</p>
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		<p>French teacher who is employed for one day a week in the school. During their time in the school children learn French for the purpose of speaking it in France during their residential in year 6. We are also committed to providing this experience to enable all children to have French as a subject at secondary school that they feel they are an expert in which gives them a real confidence amongst their new peers.</p> <p>Attainment and progress – see end of report for progress data for KS1 and KS2.</p>
<p>Child and Family Support Worker £16,664.90 £295 to attend the French Residential</p> <p>Designated Teacher attendance for one afternoon at pastoral team meeting £2,200, PEP meetings for LAC and child protection, child in need and core group meetings £2268 and admin support £396.</p> <p>School Meals, Breakfast Club or After School Club – £3002.10 (10 children)</p>	<p>Targeted support to promote achievement in pupils whose emotional, behavioural and social needs provide barriers to their attainment.</p> <p>This role includes developing, agreeing and implementing time bound action plans for identified pupils, one to one mentoring with pupils needing support, small group sessions in nurture, self-esteem, conflict resolution and promoting friendships.</p> <p>The role also includes work with parents, external agencies and secondary schools. Targeted family work to support families in overcoming barriers to attendance and barriers to their children’s learning.</p>	<p><i>“Pupils who need it, receive valued support from the pastoral team.” Ofsted 2017</i></p> <p><i>“Pupils who experience emotional and behavioural difficulties benefit from support from suitably trained staff. Parents commented on the strength of this work.” Ofsted 2017</i></p> <p><i>“The school’s children and families worker is keeping a close eye on pupils’ attendance and making sure that pupils and their families are provided with helpful support when needed. This helps to ensure good attendance.” Ofsted 2017</i></p> <p>Quotes from children:</p> <p>Quotes from parents:</p> <p>Quotes from professionals working with the child and family support worker:</p>

Organise coursed and training sessions for parents and carers.

Liaise with outside agencies to signpost families to appropriate services.

Addressing behaviour and attendance. We have effective whole school behaviour strategies in place which children (through worship and class PHSE), staff (through INSET) and parents (through parent meetings) are all familiar with. We respond quickly to poor attendance through telephone calls, letters home and meetings with our Child and Family Support Worker. We have a system of rewards in place for good attendance (badges and certificates). The Child and Family Support Worker provides a strong and emotional support to parents.

We know that children learn best when they have had a good breakfast and lunch and for this reason we have used a proportion

Impact on attendance

Our attendance is above national averages.

	Number of pupils	Average attendance %
Group 2016-2017		
Whole School	213	96.94
Pupil Premium	32	96.37
FSM	22	95.47
In Care	5	99.37
AFC	2	98.29

	<p>of our pupil premium funding to enable some children to attend our school breakfast club and/or receive a school dinner. Other children will benefit from the use of the funding to enable them to attend our after school club with trained play workers.</p>																								
<p>Quality First Teaching including INSET £1170</p>	<p>The emphasis at Romsey Abbey Primary School is on 'quality teaching first'. We are continually striving to improve this through our SIP, by setting high expectations that all children can achieve, through our use of non-negotiables within every classroom, by monitoring progress termly at Pupil Progress meetings, through sharing good practice at phase and staff meetings and in collaboration with other local schools.</p>	<p><i>"Leaders have introduced helpful regular checks on the quality of teaching. They share their findings weekly with the staff group and provided training that is helping teachers to improve their practice."</i> Ofsted 2017</p> <p><i>"Teaching in maths is improving. Encouraging teachers have responded well to the training and guidance which leaders have provided. Pupils now have more opportunities to apply their mathematical knowledge and reasoning skills to solving problems."</i> Ofsted 2017</p> <p>In 2016-2017 based on triangulated outcomes, lesson observations, quality of marking and feedback and progress of pupils, teaching was broadly good in classes where there was stability throughout the year.</p> <p>Attainment and progress – see end of report for progress data for KS1 and KS2.</p>																							
<p>Closing the Gap – HLTA targeted intervention through small group work –1 afternoon a week for 10 weeks £780</p> <p>1:1 support - £500 (2 children from Year 2)</p>	<p>We are committed to meeting individual learning needs by identifying the barriers and challenges each pupil faces and then by choosing the best strategies to help each pupil make the next step. This is evidenced at termly pupil progress meeting.</p>	<p>22 children involved in focussed phonics teaching in Year 1</p> <table border="1" data-bbox="987 1139 2047 1366"> <thead> <tr> <th colspan="2">Phonic Assessment</th> <th>Passed (32+)</th> <th>Full Marks (40)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2017</td> <td>ALL (22)</td> <td>86%</td> <td>9%</td> </tr> <tr> <td>PP (4)</td> <td>50%</td> <td>0</td> </tr> <tr> <td></td> <td>Non PP (18)</td> <td>89%</td> <td>11%</td> </tr> <tr> <td></td> <td>Difference</td> <td>-39</td> <td>-11</td> </tr> <tr> <td></td> <td>National</td> <td>81%</td> <td></td> </tr> </tbody> </table>	Phonic Assessment		Passed (32+)	Full Marks (40)	2017	ALL (22)	86%	9%	PP (4)	50%	0		Non PP (18)	89%	11%		Difference	-39	-11		National	81%	
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<p>Speech Therapy - £400 (1 child)</p>	<p>Some children with specific learning needs have additional individual support whereas other children receive group support.</p> <p>4 x ½ hour phonics teaching weekly in small groups</p>		Hampshire	82%	
		<p>Year 2 100% of disadvantaged pupils retaking the phonic screening test passed this year (80% non-disadvantaged)</p>			
	<p>Staff are effectively deployed. Teachers are used to work with the most vulnerable children and teaching assistants are trained to support pupils learning, particularly through phonics and big maths groupings.</p>	<p>Focus on school improvement plan 2017-2018</p> <p>Attainment and progress – see end of report for progress data for KS1 and KS2.</p>			
	<p>All teachers use data to identify pupils’ learning needs, progress is reviewed half termly and underperformance is quickly addressed (see assessment policy). The schools marking policy is effective and manageable allowing children to have clear feedback and know what their next steps are.</p>	<p>Focus on school improvement plan 2017-2018</p> <p>Attainment and progress – see end of report for progress data for KS1 and KS2.</p>			
	<p>All staff are held accountable for raising attainment at termly pupil progress meetings. These are attended by members of the SLT</p>	<p>Focus on school improvement plan 2017-2018</p> <p>Attainment and progress – see end of report for progress data for KS1 and KS2.</p>			

	and members of the governing body. Development needs for staff are identified and strategies quickly put in to place to address these.	
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Performance of disadvantaged pupils at end of KS2

In 2016-2017 36% of children in Year 6 at Romsey Abbey CE Primary were entitled to Pupil Premium funding.

KS2

ARE	% of pupils in Y6 at or above ARE 2016										
		Reading Expected	Reading Higher	Writing Expected	Writing Greater Depth	Maths Expected	Maths Higher	RWM Expected	RWM Higher	Grammar, Punctuation, Spelling Expected	Grammar, Punctuation, Spelling Higher
2016	ALL	67	19	70	11	52	4	37	0	70	7
	PP	29		57		14		0			
Hampshire		71	23	80	20	72	17	59	7	74	23
National											
Average Scaled Score		103				100				102	
2017	ALL (26)	62	23	77	19	69	8	62		62	12
	PP	33	11	56	11	66	22			22	0
	Non PP	82	29	59	24	82	12			88	33
	Diff	-49	-18	-3	-13	-16	+10			-66	-33
Hampshire		76	29	80	23	77	23	65	11	78	30
National		71		76		75		61		77	
Average Scaled Score RAPS		102				102				102	
Average Scaled Score RAPS		105				104				106	

Performance of disadvantaged pupils at end of KS1

In 2016-2017 16% of children in Year 2 at Romsey Abbey CE Primary were entitled to Pupil Premium funding.

KS1

ARE	% of pupils in Y2 at or above ARE 2016								
		Reading EXS+	Reading GD	Writing EXS+	Writing GD	Maths EXS+	Maths GD	RWM EXS+	RWM GD
2016	ALL (32)	69	13	83	6	71	0	66	0
	PP (4)	25	0	25	0	25	0	25	0
	Non PP (28)	75	14	93	7	79	0	71	0
	Difference	-50	-14	-68	-7	-54	0	-46	0
2017	ALL (30)	77	20	81	13	81	23	67	13
	PP (5)	20	0	60	0	60	0	20	0
	Non PP (25)	92	24	88	16	92	28	80	16
	Difference	-72	-24	-28	-16	-32	-28	-60	-16
	National	76	25	68	16	75	21	64	11
	Hampshire	82	34	74	20	79	25	70	15

Phonics

Phonic Assessment		Passed (32+)	Full Marks (40)
2017	ALL (22)	86%	9%
	PP (4)	50%	0
	Non PP (18)	89%	11%
	Difference	-39	-11
	National	81%	
	Hampshire	82%	

Year 2 100% of disadvantaged pupils retaking the phonic screening test passed this year (80% non-disadvantaged)

Performance of disadvantaged pupils at end of EYFS

Breakdown of EYFS attainment	Emerging	Expected (GLD or above)	Exceeding GLD
Cohort (30)	20%	80%	17%
Non-disadvantaged (27)	19%	81%	10%
Disadvantaged (3)	33%	67%	0
Difference	-14	-14	-19