

Abbey Primary School: Pupil premium strategy statement 2023 - 2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	99/429 = 23%
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Stirling Williams
Pupil premium lead	Mrs Beverley Bedforth
Governor / Trustee lead	Mr Mark Rosewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,130
Recovery premium funding allocation this academic year	£12,470
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£137,600

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1) Improved reading attainment among disadvantaged pupils.	Y1 phonics: 60% disadvantaged reached expected standard compared to 90% non – disadvantaged. KS1: 61% disadvantaged reached expected standard compared to 74% non – disadvantaged. Triangulated evidence suggests that our disadvantaged children read less at home, have larger vocabulary gaps and lower attendance than their peers.

2) Improved writing attainment among disadvantaged pupils.	<p>KS1: 56% disadvantaged reached expected standard compared to 69% non – disadvantaged.</p> <p>KS2: 70% disadvantaged reached expected standard compared to 83% non – disadvantaged. -0.3 disadvantaged progress.</p> <p>Triangulated evidence suggests that barriers to learning are vocabulary, spelling and attendance.</p>
3) Improved maths attainment among disadvantaged pupils.	<p>KS1: 67% disadvantaged reached expected standard compared to 81% non – disadvantaged.</p> <p>KS2: 70% disadvantaged reached expected standard compared to 89% non – disadvantaged. 0.6 disadvantaged progress.</p> <p>Triangulated evidence suggests that barriers to learning are vocabulary and attendance.</p>
4) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance rate of disadvantaged pupils is 90.6% compared to 95.5% for non-disadvantaged.</p> <p>37% (33/89) disadvantaged pupils are persistent absentees.</p> <p>Low attendance and lateness for our children effects engagement and learning.</p>
5) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Our assessments (pupil voice, ELSA sessions), observations and discussions with pupils and families have identified social and emotional issues for many pupils which impact on our children’s ability to focus on their learning. There is a notable lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, particularly their attainment and progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	<p>Y1 phonics outcomes show that more than 62% of disadvantaged pupils meet the expected standard.</p> <p>KS1 reading outcomes show that more than 60% of disadvantaged pupils meet the expected standard.</p>
Improved writing attainment among disadvantaged pupils.	<p>KS1 writing outcomes show that 60% of disadvantaged pupils meet the expected standard.</p> <p>KS2 writing outcomes show that 55% of disadvantaged pupils meet the expected standard.</p>
Improved maths attainment among disadvantaged pupils.	<p>KS1 maths outcomes show that 80% of disadvantaged pupils meet the expected standard.</p>

	KS2 maths outcomes show that 55% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance rate for disadvantaged pupils is above 93%. The percentage of disadvantaged pupils who are persistently absent is below 13%. Where circumstances outside the control of family/school lead to less than good attendance, agreed attendance targets are met and school/family work together to ensure children's learning is not impacted negatively.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Increase in enrichment activities. • Decrease in referrals to ELSA. • Pupil survey. All families have access to the resources they need to support learning at home. All disadvantaged children engage successfully in home learning activities.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 72,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build teacher knowledge and pedagogical expertise by supporting continuous and sustained professional development e.g. metacognition, feedback, questioning, modelling, home learning, attachment, emotion coaching.	Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,3

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
Split Y6 into 3 classes for the morning.	The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,2,3
Run Reading Practice Sessions in Y1.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Run Mastering Number programme in YR – Y2.	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastering Number).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 38,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching assistants will be deployed as additional teaching and wellbeing support to run high quality structured interventions e.g. NELI, Rapid Reading, Reciprocal Reading.	Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Implement NELI or BLAST intervention in EYFS to address vocabulary gap.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
Engaging with the National Tutoring Programme to provide school-led tutoring.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3

Additional reading comprehension intervention at KS1. Volunteers & reading buddies recruited to support disadvantaged children who do not read regularly at home.	On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2
Educational psychologists support disadvantaged children with SEND.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part fund school uniform for our disadvantaged children.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5
Additional rewards for disadvantaged attendance. Parenting contracts in place so that all children attend school regularly.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Interventions and support that promote good mental health for children who are disadvantaged, such as ELSA, Talk and Draw, Zones of Regulation, Positive Playtimes.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.zonesofregulation.com/index.html	5
Family Liaison Officer pastoral support to key families to ensure high levels	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4

of attendance and punctuality		
Weekly meetings with the attendance team to monitor attendance and punctuality of vulnerable children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	4
Financial support towards enrichment activities e.g. 50% towards school trips, workshops, residential. Offer a wide range of high-quality extracurricular activities to boost well being, behaviour, attendance and aspiration.	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning A collaborative learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	4,5
Resource materials to support learning at home e.g. whiteboards, pens, maths manipulatives.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3
Run mentoring (Kick London) for disadvantaged children.	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4,5

Total budgeted cost: £ 137,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact

EYFS

- 60% disadvantaged achieved GLD compared to 77% non – disadvantaged. (SIP priority)

Phonics Years 1

- 60% disadvantaged reached expected standard compared to 90% non – disadvantaged. (SIP priority)

Phonics Years 2

- 94% disadvantaged reached expected standard compared to 98% non – disadvantaged.

KS1 reading

- 61% disadvantaged reached expected standard compared to 74% non – disadvantaged. (SIP priority)

KS1 writing

- 56% disadvantaged reached expected standard compared to 69% non – disadvantaged. (SIP priority)

KS1 maths

- 67% disadvantaged reached expected standard compared to 81% non – disadvantaged. (SIP priority)

KS2 reading

- 80% disadvantaged reached expected standard compared to 85% non – disadvantaged. (SIP priority)
- 1.8 disadvantaged progress. (SIP priority)

KS2 writing

- 70% disadvantaged reached expected standard compared to 83% non – disadvantaged. (SIP priority)
- -0.3 disadvantaged progress. (SIP priority)

KS2 maths

- 70% disadvantaged reached expected standard compared to 89% non – disadvantaged. (SIP priority)
- 0.6 disadvantaged progress. (SIP priority)

Attendance

- 90.6% disadvantaged attendance rate compared to 95.5% non – disadvantaged. (SIP priority)
- 37% disadvantaged persistent absentees compared to 15.7% whole school persistent absentees. (SIP priority)

