

# Pupil premium strategy statement – Abbeys Primary School

This statement details our school’s use of pupil premium (and recovery 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  | 270                   |
| Proportion (%) of pupil premium eligible pupils   | 27.78%                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/2023 - 2024/2025 |
| Date this statement was published   | December 2023         |
| Date on which it will be reviewed   | September 2024        |
| Statement authorised by   | Board of Governors    |
| Pupil premium lead  | Claire Louis-White    |
| Governor / Trustee lead   | Carol Burns           |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £117,115 |
| Recovery premium funding allocation this academic year  | £ 11,020 |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023.<br>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | £0       |
| <b>Total budget for this academic year</b><br><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>  | £128,135 |

## Part A: Pupil premium strategy plan

### Statement of intent

*At Abbeys, we believe that all children should have a vast array of experiences and opportunities provided via a broad and balanced curriculum. We recognise that not all pupils have access to the same level of support and opportunities outside of school and it is our aim to ensure that as a school we provide as much as possible to address this. At Abbeys the environment is calm, caring and purposeful, the staff are highly skilled in identifying and targeting support and we have a range of resources available to us.*

*Whilst not all pupils are disadvantaged and qualify for free school meals, we are aware that many families struggle to manage financially. We build positive relationships with our families to ensure open dialogue and support where needed. We work closely with Daisychain Children's Centre onsite to identify, signpost and secure the best possible opportunities and outcomes for our families.*

*We allocate pupil premium funding to support any pupils in school that we've identified as socially disadvantaged, following a simple needs analysis and excellent relationships/knowledge of our families and their circumstances.*

*Our main priority is to provide all pupils with high quality teaching and learning that meets their individual needs, whatever these may be. We focus on groups and cohorts where there are high levels of SEND, EAL and FSM and identify pupils/families with more than one of these factors.*

*The support looks different depending on the needs of the child. It could be intervention-individual or in a small group, free breakfast club, additional after school clubs, life-skills focused and outdoor learning. We offer free school uniform, dongles, Chrome books, partial payment for trips and visits and provide equipment where needed for curriculum access.*

*Effective use of this funding enables pupils to meet their full potential.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | High levels of mobility, increased anxiety caused by uncertainty.  |
| 2                | Persistent absences caused by poor mental health, illness and family circumstances that result in lost learning  |
| 3                | Cost of living crisis- concerns around price increases have limited uptake of wider opportunities outside of school.   |
| 4                | Increase in support from Children's social care  |
| 5                | Mental and physical health- lower levels of resilience caused by COVID and lack of socialisation. School refusal and children coming into school not ready to learn. |
| 6                | Parental engagement, support for learning at home.   |

## 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  |
|--|---|
| Raised attainment, closed gaps for identified groups of children who are falling behind generally or as a result of COVID 19 | Data will show children making accelerated progress.  |
| To stabilise the school population making Abbeys first choice for parents  |   |
| Improved provision for mental health and sports. Wider offer for after school clubs.   | A range of clubs and after school activities being offered. Effective strategies to support pupil mental health and wellbeing are taught as part of the daily curriculum. |
| Access to uniform, trips, and tech required to access curriculum.  | Pupils have access to a range of resources they need for their learning.  |
| Enrichment opportunities.  | Pupils accessing a range of opportunities and experiences that enhance their knowledge and understanding of the world.  |

## 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: £ 8,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Developing high quality teaching, assessment and a curriculum that supports pupils' needs.</i></p> <p><i>Additional training on RWI, master readers and maths mastery for all school staff.</i></p> | <p>RWI is a well-recognised synthetic phonics system.</p> <p>Maths mastery is being used to develop whole class inclusive teaching</p> <p>Whole class guided reading</p> <p>Assessment needs to be accurate in order to identify gaps. Sonar tracker will support this.</p>                                      | 2                             |
| <p><i>INSET Training, mental health &amp; wellbeing.</i></p> <p><i>Development of mental health first aiders and mental health ambassadors</i></p>  | <p>Embed mental health curriculum that was implemented in the 22-23 academic year.</p> <p>Mental health ambassadors are secure in their roles to support other children</p> <p>Program supports inclusion and builds the core strength of pupils to nurture their resilience, self-awareness and engagement.</p> | 2, 5                          |
| <p><i>Develop provision for pupils with EAL including new arrivals</i></p>  | <p>Whole school training of adaptive teaching (Rosenshine's Principles)</p> <p>Increase in the number of pupils with EAL.</p> <p>Whole school assessment framework for EAL.</p> <p>Targeted interventions to support new arrivals and children at different stages of learning English</p>                       | 1, 5                          |

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

Budgeted cost: £ 112,635

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <i>Academic mentor – leading phonics 1:1 tuition</i>                       | Recommended DfE/NTP approach   | 1,2                                  |
| <i>Learning mentor</i>   | Support for mental health  | 1,2,4,5                              |
| <i>Learning mentor- life skills.</i>                                       | Preparing children for life, their next stage/phase.   | 1,2,3,4,5,6                          |
| <i>1:1 and small group interventions with teaching assistants.</i>         | We know that additional interventions improve attainment over time, backed up by data.                 | 1, 2                                 |
| <i>RWI interventions and tuition – working/coaching with white knights</i> | Recognised body – to support improvements in reading and phonics. (Closing the gap for the lowest 20%) | 1,2                                  |
| <i>Supplementing trip and visits- cultural capital</i>                     | Up-leveilling opportunities for all.   | 3,6                                  |

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

Budgeted cost: £ 7,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Uniform exchange</i>  | Children feel part of the school community.   | 1,3,4,5                       |
| <i>Change in lunch provider- food cooked onsite – to increase uptake on free meals.<br/>Subsidised/free places at breakfast club</i>         | Maslow hierarchy of needs. Research shows need to start the day in a positive way.                                      | 3                             |
| <i>Parent workshops, improved communications aimed at building parental engagement supported by surveys to monitor and evaluate.</i>         | Parental engagement in education is consistently associated with childrens' subsequent academic success.                | 6                             |
| <i>Provision of chromebooks and other resources to support home learning.</i>  | Children need appropriate resources to support home learning and not be disadvantaged by not having access to a device. | 3,6                           |
| <i>Provision that supports with transition into school.<br/><br/>Soft start<br/>Good morning club<br/>After school provision (wrap club)</i> | Children have a calmer start to the day.<br>Children benefit from the additional targeted work during soft start.       | 1,2,5                         |

**Total budgeted cost: £ 128,135**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The data demonstrated that disadvantaged pupils in year 6, 5, 4 and 1 all made better progress than non-disadvantaged pupils in reading, writing and maths. Other year groups were close too.

Disadvantaged pupils have access to the internet and are using Chrome Books provided to them at home to complete school tasks and use learning platforms. This means that they are reading more regularly and accessing resources to support their learning.

The progress of disadvantaged pupils is accelerated more when groups are smaller and targeted- eg Third Space learning and smaller maths groups in year 6.

Some disadvantaged pupils achieved at the expected level in year 6 due to specific interventions and afterschool tuition put in place to support them.

Our pupils that are disadvantaged and that have SEND made more progress than the non-disadvantaged and non-sen group. However, overall our disadvantaged pupils made slightly less progress than that of their peers last year.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |