

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Abbott Community Primary School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Phillippa Wilson
Pupil premium lead	Kate Stokes
Governor / Trustee lead	Andrew Stavordale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,133.10
Recovery premium funding allocation this academic year	£14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£150,343.10

# Part A: Pupil premium strategy plan

## Statement of intent

At Abbott Community Primary School we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential. All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. We are therefore committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process, allowing us to remove barriers to learning and enable pupils to fully engage in our curriculum and school life.

We aim to provide our pupils in receipt of the Pupil Premium Funding with access to a variety of exciting opportunities and a rich and varied curriculum. Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within school.

## Challenges

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

Challenge number	Detail of challenge
1	High Mobility
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading)
4	Pupils have limited experiences beyond their home life and immediate community.
5	As a result of missed learning due to COVID-19, it is apparent that pupil premium/disadvantaged children have made slow progress rates. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge

## 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
<p>Children of families who travel abroad frequently, for a range of reasons, will continue to access learning when they are not in the country, due to a fully developed Blended learning approach.</p>	<ul style="list-style-type: none"> <li>• Continued expected progress is made and children attain in line with their peers.</li> <li>• Blended learning is embedded and successfully implemented across the school.</li> </ul>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> <li>• SENDCO and Head Teacher identify and support families and children and work to alleviate barriers to learning.</li> <li>• Identified children are invited to Early Bird and Night Owls After school care, and a range of After School Clubs.</li> <li>• Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated, where possible.</li> </ul>
<p>Improved oracy skills across all Key Stages, to have a positive impact on attainment in Reading and Writing.</p>	<ul style="list-style-type: none"> <li>• Teacher and TA intervention for reading to be consistent across the whole school/</li> <li>• Consistent implementation of excellent practice and high expectations across the school for reading and explicit teaching of vocabulary.</li> <li>• Increased % of PP pupils working at ARE or above across the school in reading/writing.</li> <li>• Continued Inference style of teaching in Guided Reading across the school,</li> </ul>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> <li>• All staff form part of a Curriculum Team: as part of this, they will all receive training to enhance their subject knowledge and pedagogical understanding of a range of subjects. This will focus heavily on research-based theory around long term memory (based upon the research by Jan Myer and Ray Land around the idea of Threshold Concepts). This is typical of what constitutes Mastery Learning (Education Endowment Foundation research shows an average of +5 months). They will, effectively use this to assess children in all curriculum areas, and to develop staff across the school, in line with their team and/or subject responsibilities.</li> <li>• Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</li> <li>• Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting</li> </ul>

	experiences within (and outside) the school day.
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure children who have fallen behind receive targeted high-quality intervention monitored by SENDCO.</p>	<ul style="list-style-type: none"> <li>• End of year data will show that a significant proportion of disadvantaged children will have made expected progress from the previous summer.</li> <li>• End of summer data will also show that some disadvantaged children will have made accelerated progress.</li> <li>• Analysis of interventions will show that they have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</li> </ul>

## 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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>RWI Spelling Training for all KS2 staff</b>	<p><i>EEF evidence states, the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p> <p><i>In-school evidence shows QFT of phonics in EYFS/KS1 is positively affecting spelling in KS2, but this needs to be embedded/sustained throughout the school, through continued strategies replicated in teaching of spelling.</i></p>	3 & 5
<p><b>Teaching Vocabulary Training</b></p> <p>Literacy Lead to disseminate/monitor.– Inclusive of Mighty Writer in EYFS/KS1</p>	<p>Research/evidence highlights the significant word gap in children, which has been further impacted by COVID.</p> <p><i>Why closing the word gap matters: The Oxford Language Report- OUP/How Schools are Closing the Word Gap, Oxford Language Report 2021-22</i></p> <p><i>Implementation of explicit teaching of Tier 2 Vocabulary, already shows improvement in</i></p>	3 & 5

	<p>pupils understanding and application of vocabulary.</p> <p><i>EEF research shows: Progress: +5 months. Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches include: targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.</i></p> <p>Evidence of 'Inference' approach to teaching reading, with a focus on understanding vocabulary, has had impact across KS2 in terms of closing the word gap and improving understanding.</p>	
<p><b>Continued Phonics training</b> for all staff-including Fresh Start</p>	<p><i>EEF research shows an average of +4 months for Phonics interventions, as well as +5 months for Early Years interventions.</i></p> <p>Internal data supports successes of QFT of phonics in KS1, which has impacted on KS2 pupil attainment in Reading &amp; Writing.</p>	3 & 5
<p><b>Metacognition</b> training and implementation of metacognitive strategies in QFT</p>	<p><i>EEF research shows: Progress: +8 months</i> Metacognition and self-regulation are sometimes known as 'learning to learn' and are intended to help pupils think, more explicitly, about their own learning. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective.</p> <p>Contextual knowledge of the school community, highlight the need for specific teaching of metacognitive strategies.</p> <p>EEF: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught them. Metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p>	4
<p><b>Curriculum Teams</b> to attend <b>Subject Leadership</b> training</p>	<p>EEF advocates a <i>tiered approach to school planning</i>. Effective delegation will strengthen the distributed leadership.</p> <p>EEF place emphasis on <i>professional development</i> to develop the skills of school staff in both teaching and learning and assessment. There is growing consensus promoting effective PD ,</p>	4

	<p>which plays a crucial role in improving classroom practice and pupil outcomes</p> <p>EEF research shows : <i>Progress: +5 months Mastery learning</i> involves breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>SHINE Intervention – Maths/Reading</b>	<p>EEF Research shows: <i>Progress: +4 months Reading/+3 months Maths- Small group tuition.</i> This intensive tuition approach is provided to support lower attaining learners or those who are falling behind. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	3 & 5
<b>1:1 Interventions</b>	<p>EEF research shows an average of <i>+6 months for one-to-one tuition.</i> Pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p><i>Progress: +2 months Teaching assistants.</i> Evidence suggests that training and the use of a structured programme is advisable.</p> <p><b>Internal Data suggests evidence of successful 1:1 targeted interventions in place</b></p>	5

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><b>Commando Joe</b></p>	<p><i>EEF research shows Progress: +5 months Collaborative or cooperative learning. The most effective approaches are those which promote interaction between group members.</i></p> <p><i>EEF research shows Progress: +4 months Adventure learning They usually do not include a formal academic element although studies show these interventions have positive benefits on learning, particularly for more vulnerable students and teenagers. They require the contributions of well-trained and well-qualified staff and appear to be most effective when they are longer in duration, such a week. They can have positive impacts on self-confidence, self-efficacy and motivation.</i></p> <p>Links to Metacognitive strategies.</p> <p><i>Character Education: Framework Guidance.</i></p>	<p>2, 4 &amp; 5</p>
<p><b>Skills Builder</b></p>	<p>Interventions focused on pupils' social and emotional skills, such as teamwork, speaking and listening, can improve children and young people's emotional and social competencies. These competencies support self-regulation and relationship building, and can result in positive outcomes around wellbeing. (<i>Skills-builder.org</i>)</p> <p><i>Fully embed Skills Builder into all areas of Curriculum: "The missing piece in education" Tom Ravenscroft. Impact Report.</i></p>	<p>4</p>
<p><b>Enrichment Activities:</b> Residential, Theatre trips etc</p>	<p><i>EEF Research shows Progress: +4 months Adventure learning.</i></p> <p>Developing Pupils' cultural capital: Lack of experiences and aspiration, impacts on pupil outcomes. Staff will be developed in ensuring that there are opportunities for wider personal development, as an integral part of school life.</p>	<p>2 &amp; 4</p>

**Total budgeted cost: £ 150,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year.

Internal data for disadvantaged groups shows progress in most cohorts. Also indicates cohorts that need further targeted intervention.

	READING				WRITING				MATHS			
	A1 2022	Su2 2023	A1 2022	Su2 2023	A1 2022	Su2 2023	A1 2022	Su2 2023	A1 2022	Su2 2023	A1 2022	Su2 2023
	Expected		Higher		Expected		Higher		Expected		Higher	
1	31%	69%	0%	69%	19%	62%	0%	0%	19%	92%	0%	0%
2	58%	92%	25%	92%	67%	50%	8%	8%	58%	58%	8%	75%
3	93%	58%	14%	58%	57%	27%	14%	27%	64%	25%	7%	13%
4	75%	86%	0%	86%	62%	64%	8%	14%	73%	79%	15%	21%
5	77%	76%	14%	76%	68%	76%	0%	9%	77%	81%	9%	76%
6	71%	81%	19%	29%	62%	81%	0%	5%	71%	81%	19%	29%

Y2 & Y3 cohorts in the 22/23 academic year have higher proportion of need and require further intervention.

RWI spelling training was successfully delivered and implemented from Spring 23. There has been some initial progress as children become more familiar with the strategies. There is now more consistent delivery of spelling through the RWI, building on phonics delivery across KS1. This needs further consolidation across KS2 however, due to staffing changes. Continued training and monitoring of spelling teaching will be needed. RWI phonics intervention programmes will also be utilised to support phonic knowledge in KS2 to support reading and spelling.

Development of vocabulary teaching is still ongoing and linked to NPQLL and continued development of whole class shared/guided reading. There is clear evidence of progress in KS2 through gap analysis of reading test questions related to vocabulary.

1:1 and small group intervention, delivered by TAs continues: Shine – targeted gap analysis of termly assessments; same day maths intervention; precision teaching. Some interventions have been found to have more perceived impact.



Wider strategies – Commando Joe was a short post-covid intervention to develop resilience. This had a positive impact on children, though due to the high quality remote education and pastoral provision consistently offered, longer term intervention was not required.

Skills builder continued to be utilised but as a targeted intervention to support SEMH/CL in specific children.

Enrichment opportunities continue to be planned for and used to build cultural capital and raise aspirations.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
NA	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*