

# Pupil premium strategy statement – Abbeywood First 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	285
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24 -2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachel Whiting, Principal
Pupil premium lead	Amy Terry, Vice Principal
Governor / Trustee lead	Richard Davies, Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,665
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,352.50
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£101,017.50

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is to develop confident and creative young people who thrive in a changing world. We ensure this is the case by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, to stop a pupil's circumstances affecting their academic progress and therefore life chances.

Our pupil premium strategy is carefully created, routed in the context of the community that we serve, in order to remove any potential barriers to pupils achieving this goal and promote strong outcomes for all disadvantaged pupils. We achieve this through a focus on reading, supporting pupils to develop an enriched vocabulary and providing opportunities for pupils to engage in purposeful talk.

The focus of our pupil premium strategy is to diminish any differences between disadvantaged and non- disadvantaged pupils across all year groups: socially, academically, and with opportunities for enrichment. We know that a strong teacher-pupil relationship and associated pastoral support creates the most effective environment in which all disadvantaged pupils can achieve; this is a key school improvement priority.

In planning our Pupil Premium Strategy, we also have drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day.

High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap but our school plans also detail a range of out of lesson interventions to support pupils further, as outlined in the EEF tiered approach ([EEF's pupil premium guide](#)).

Alongside the tiered approach, the school has 5 agreed approaches to classroom organisation and practice. These include each teacher knowing all their Pupil Premium pupils and ensuring thoughtful seating arrangements are in place to support those pupils). The use of Thrive or Pass to support profiling so the school can disrupt emerging patterns which cause concern. All data is always broken down to include sub-groups of Pupil Premium (including when monitoring online remote learning and device access during the global pandemic). Middle leaders are supported to analyse data without assumptions around disadvantage and to critically evaluate our provision. We are committed to improving the outcomes of all children and adopt a whole school

approach to inclusion, supporting all pupils at an individual level and with a broad understanding that not all vulnerabilities are visible.

## Challenges

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

Challenge number	Detail of challenge
1 Phonics outcomes	Internal and external (where available) assessments, monitoring observations and pupil voice conversations indicate that disadvantaged pupils, especially boys, have greater difficulties with phonics than their peers. In Summer 2023, where the overall Year 1 pass rate for the PSC was 79%, amongst disadvantaged boys it was 33%.
2 Reading	Internal and external (where available) assessments, observations and pupil voice conversations suggest that the reading fluency and comprehension are underdeveloped amongst disadvantaged pupils. Reading ages for these pupils are often below that of their chronological age.
3 Maths	Standardised assessment processes have identified a weakness in mathematics outcomes in comparison to reading across all year groups. The gaps between whole group and disadvantaged outcomes are dependent upon specific cohorts and therefore vary by year group.
4 Social, emotional and mental health	Observations within school indicate that the education and wellbeing of many of our disadvantaged pupils have been significantly impacted by the experiences of the past 18 months, and to a greater extent for our vulnerable pupils than for other pupils. The rate of exclusion for instances of poor behaviour are higher in the pupil premium group than in the peer group as a whole.
5 Attendance	Attendance presents some challenges within the group of pupils who are in receipt of free school meals and the gap between this group and their non-disadvantaged peers has risen over the course of the last two years. Thrive outcomes for pupils from a disadvantaged background show gaps in wellbeing and attitude to school.

## 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
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Improved outcomes for disadvantaged children at KS1 in Reading	The attainment gap between disadvantaged and other pupils decreases by Summer 2024, with non-SEN pupils achieving national expectations. For the cohort of the academic year (2023-24), target grades are as follows: ARE 70% GD 11%
Improved outcomes for disadvantaged children at KS1 Writing	The attainment gap between disadvantaged and other pupils decreases by Summer 2024, with non-SEN pupils achieving national expectations. For the cohort of the academic year (2023-24), target grades are as follows: ARE 70% GD 10%
Improved outcomes for disadvantaged children at KS1 Mathematics	The attainment gap between disadvantaged and other pupils decreases by Summer 2023, with non-SEN pupils achieving national expectations. For the cohort of the academic year (2022-23), target grades are as follows: ARE 75% GD 15%
To improve the performance of disadvantaged pupils in the PSC at the end of Y1	Reduce the gap in performance between whole school and disadvantaged pupils by Summer 2024, with a focus on improving boys' outcomes (gap 40% in June 2023).
To achieve and sustain improved wellbeing and pupil confidence in themselves as learners for all pupils in our school, particularly our disadvantaged pupils.	Thrive surveys reflect increasingly positive outcomes for all pupils with a similar picture for disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Overall attendance rate for all pupils to be at, or above national averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 5%.  The percentage of all pupils who are persistently absent is equal to or below the national average and among disadvantaged pupils it is in line with their peers.

## 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: £ 57,517.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Sustained and directed CPD on curriculum sequencing and individualised learning</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development-eeef">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Low attainment in Key Stages 1 and 2 is a strong risk factor for disadvantaged pupils' later attainment. Early identification and intervention are therefore vital to help disadvantaged pupils achieve. Teachers need to identify low performance on entry and regularly review individual pupils' performance so they can respond quickly to provide effective support.</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614422/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice.pdf">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a></p>	<p>1 - 4</p>
<p>Embed the Teaching and Learning Cycle, to support effective curriculum delivery, supported by high quality resources through CUSP</p>	<p>Special Educational needs in mainstream schools guidance report shows strong evidence that improving high quality teaching for all pupils will improve outcomes for all pupils, but especially for disadvantaged pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-mainstream-schools-eeef">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Unity: CUSP curriculum supporting materials: <a href="https://www.unitysp.co.uk">CUSP   Unity Schools Partnership (unitysp.co.uk)</a></p>	<p>1, 2, 3</p>
<p>Purchase of standardised diagnostic assessments (NGRT, PiXL, and Thrive)</p>	<p>Standardised tests provide insights into the specific strengths and weaknesses of each pupil to help ensure they receive timely and appropriate interventions or teaching instruction.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-endowment-foundation-eeef">Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Purchase of new phonics programme, Read Write Inc.</p>	<p>Phonics approaches have a compelling evidence base that indicates a positive impact on the accuracy of word reading</p>	<p>1, 2</p>

	(though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, and so deployment of staff and targeted children is agreed at extended SLT level: <a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1, 2
Staff training and implementation of PiXL therapies and speech and language interventions to close identified gaps in knowledge for disadvantaged pupils	In schools visited by McLeod et al (2015), all had data systems in place, but more successful schools were using data more comprehensively to monitor pupils' progress. They were looking to identify areas of need at every opportunity. Pupils' support needs could be identified at any point throughout the year and interventions could be planned and started almost immediately. This rapid response was made possible by having staff who could not only identify issues as they arose but were also able to deliver an appropriate intervention. <a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a> <a href="http://publishing.service.gov.uk">(publishing.service.gov.uk)</a>	1, 2, 3, 4

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole class Thrive teaching and 1:1 interventions CPD for staff on the early interventions of whole class Thrive</p>	<p>The impact the Thrive approach has on children has been evidenced in a number of studies: Thrive helps develop resilience in young people (Hart and Heaver 2015); Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire, Snieckus et al 2015).</p> <p>More generally, evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#">Case Studies   The Thrive Approach</a>  Thrive Testimonials  Self-regulation &amp; Metacognition: <a href="#">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4, 5</p>
<p>Effective use of other agencies and outside support (EWO) to encourage and ensure improved attendance</p>	<p>Previous research (Macleod et al. 2015), as well as EEF research suggests that targeted and personalised attendance intervention, in addition to a clear and consistent attendance policy, are likely to be the most effective ways to improve attendance. This is in order to address the specific barriers pupils face, as well as to engage and work alongside parents to build positive associations with school for families rather than individuals.</p> <p><a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	<p>4, 5</p>

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**Total budgeted cost: £ [57,517.50 & £31,000 & £12,500]**

## Part B: Review of the previous academic year 2022-23

### Outcomes for disadvantaged pupils

Improved outcomes for disadvantaged children at KS1 in Reading	<i>Improved outcomes for Maths at KS1: 2023: 63% 2022:50%</i>
Improved outcomes for disadvantaged children at KS1 Writing	<i>Outcomes maintained: 2023: 50% 2022:50%</i>
Improved outcomes for disadvantaged children at KS1 Mathematics	<i>Improved outcomes for Maths at KS1: 2023: 78% 2022:70%</i>
Improved outcomes for disadvantaged children at school 'exit point' (end of Y4 outcomes)	<i>Improved Year 4 Outcomes 2023 : Reading ARE 64% (33%) GD 9% (0%) Writing ARE 46% (33%) GD 9% (0%) Maths ARE 73% (33%) GD 18% (11%)</i>
To improve the performance of disadvantaged pupils in the PSC at the end of Y1	Reduction in the gap in performance between whole school and disadvantaged pupils (gap 40% in June 2022, gap 38% in June 2023)