# Federation of Abbey Schools Pupil Premium Strategy Statement

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | **Federation of Abbey Schools:**  Abbey Infant School  Abbey Junior School |
| Number of pupils in school | Infant -270  Junior -348 |
| Proportion (%) of pupil premium eligible pupils | Infant – 7%  Junior -11.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | First published November 2023 |
| Date on which it will be reviewed | Reviewed annually  Next review -November 2026 |
| Statement authorised by | Emma de la Motte |
| Pupil premium lead | Joanne Neasham |
| Governor / Trustee leads | Emma de la Motte |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 1. Infant £36,775 2. Junior £61,240 |
| Recovery premium funding allocation this academic year | 1. Infant £2,610 2. Junior £5,365 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | 1. Infant £39,385 2. Junior £66,605 3. **Total £105,990** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Abbey we have high aspirations for all pupils, and believe that all children should be given the opportunity to reach their full potential. Every child is an individual and we recognise that within our school community there is a growing diversity and range of needs.  We 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 the needs of all children, regardless of whether they are disadvantaged or not.  All members of teaching staff, governors and teaching assistants accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to ‘diminishing the gap’ between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.  Our strategy is also integral to wider school improvement plans  Provision is made through:   * Facilitating pupils’ access to education * Facilitating pupils’ access to the curriculum * Alternative support and intervention within the school * Access to wider strategies that support the whole child   It is the responsibility of the school to explain pupil premium expenditure to parents in the form of an annual statement. This report aims to detail information on how Pupil Premium has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the interventions that have been supported by the additional funding. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The reading gap between PP and non-PP pupils continues to be of concern though there have been some improvements. The progress of disadvantaged pupils overall remains below that of their peers in other year groups. |
| 2 | Our assessments and observations indicate that the education and social emotional wellbeing of many of our disadvantaged pupils is manifesting to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations, especially in writing. |
| 3 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in EYFS and KS1. Poor communication skills are acting as a barrier to progress. |
| 4 | Social, emotional, mental health and behaviour continues to have a negative impact on the progress of disadvantaged pupils. The challenges for pupils in school eligible for Pupil Premium funding can be significant in a number of cases. |
| 5 | Progress in maths fluency for pupils eligible for Pupil Premium funding is improving when compared with previous Pupil Premium cohorts. An area that needs further development is when applying basic fluency skills to reasoning and problem solving and maths that requires more thinking. |
| 6 | Our attendance data prior to last year indicated that attendance among disadvantaged pupils was between 3 - 9% lower than for non-disadvantaged pupils. This improved in 2022-23 with KS2 attendance falling 2.5% behind non-disadvantaged pupils, and in KS1 the improvement was so significant that it was on a par with other pupils. Attendance, however, will continue to be an area of focus. |

## 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.

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| Intended outcome | Success criteria |
| To continue to close the gap between PP pupils and their peers and to ensure that PP pupils make at least expected progress in reading, writing and maths when compared with pupils nationally. | An analysis of data that compares PP pupils to their peers shows that the gap continues to narrow in reading and maths. A higher proportion of PP pupils make expected progress in writing and maths at the end of KS2 when compared with pupils nationally. |
| To ensure that interventions are appropriate, timely and closely monitored to the needs of the pupils. | Intervention strategies for PP pupils demonstrate that they continue to have an impact on progress in reading and maths and that the gap is closing between PP pupils and their peers in writing, and against national benchmarks. |
| Improved oral language skills and vocabulary among disadvantaged pupils. To reduce the differences in cultural capital and enable all children to be engaged in a wide and varied curriculum. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  The specific needs of all pupils are addressed through the wider curriculum. High quality experiences enrich pupils’ cultural capital and life chances. |
| To support the social, emotional and mental health needs of families so that pupils are in a more positive state for learning. To ensure that pupils become more resilient learners. | The social, emotional and mental health needs of PP pupils and their families are assisted through access to internal and external support. Pupils have an increase in resilience strategies. Demonstrated by qualitative data from pupil voice, student and parent surveys |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils meet the expected standard. |
| Improved writing outcomes for disadvantaged pupils in Key Stage 2 | A wider variety of opportunities for writing are shown to have an impact on consistency and outcomes. |
| To sustain improved attendance for our disadvantaged pupils. | Continued high attendance in 2023/24 demonstrated by:   * the overall absence rate for all disadvantaged pupils being no more than 5% |

**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: **£ *33,000***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for existing and new staff to ensure that all relevant members of staff are up to date with the Little Wandle phonics programme.  Resourcing for catch up programmes for children who haven’t achieved the expected standard | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2,3 |
| Use 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](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1,2,5 |
| 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 Teaching for Mastery training).  I See Maths roll out across school to support children with problem solving | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  The ‘I see Maths’ approach is founded on evidence supported by EEF.  [I See Maths](https://researchschool.org.uk/aspirer/news/solving-problematic-problem-solving) | 5 |
| Subject Leadership Training using relevant providers | Leadership capacity at both senior & middle leadership level is crucial in supporting & challenging staff to improve practice & raise pupil outcomes – distributed leadership impact  [Evidence and guidance report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) | 1,2,3,5 |
| Review of the teaching of writing to build consistency, raise expectations and improve outcomes  Grammarsaurus CPD and resources to improve the consistency of writing across school | Writing outcomes for pupil premium pupils improve to enable 80% of PP pupils to achieve the expected standard in writing by the end of the year.  The importance of teaching grammar to improve writing outcomes:  [The-importance-of-learning-grammar-at-an-early-age](https://headstartprimary.com/2020/10/23/the-importance-of-learning-grammar-at-an-early-age/%23:~:text=If%20children%20don't%20learn,understanding%20complex%20reading%20exercises) | 1,3,6 |
| Engagement with Melrose Academy Trust to support teachers with collaborative learning | Working collaboratively with other professionals helps to bring about changes in teacher behaviours and improve pupil outcomes  [A-balanced-approach-to-professional-development](https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development) | 2,3,5,6 |

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

Budgeted cost: **£ *27,000***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group support – same day interventions | Intervention 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Teaching and Learning toolkit - small-group-tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/) | 1,2,5 |
| Shine – personalised support following standardised diagnostic tests | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,2,5 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2 |

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

Budgeted cost: **£ *20,730***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Drawing and talking, Lego Therapy and Sand Therapy training for staff to support identified children | Behavioural issues for some pupils with eligibility for PP causing a detrimental effect on their academic and social/emotional progress and that of their peers both in class and during playtimes.  The EEF states that:  *‘Improvements appear more likely when social and emotional approaches are embedded into routine educational practices and supported by professional development and training for staff.*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 4 |
| Develop the role of ELSA (Emotional Literacy Support Assistant) to support identified pupils | UCL research indicates that as a strategic toolkit ELSA can support pupils with reduced anxiety, positive peer relationships and the development of resilience.  [Final-Research-Report-How-can-the-ELSA-programme-be-used-to-support-children-and-young-people-post-lockdown.pdf](https://www.elsanetwork.org/wp-content/uploads/2022/11/Final-Research-Report-How-can-the-ELSA-programme-be-used-to-support-children-and-young-people-post-lockdown.pdf) | 4 |
| Support families financially so their children are able to engage in residential and school trips in order to participate fully in academic work that proceeds and follows. | EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment> | 4 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) 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. | 6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost:** £ *80,730*

# 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 to 2023 academic year.

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| End of KS1 assessments for R, W and M was encouraging and, although attainment was lower for PP children, progress remained higher in reading and improved for maths. Outcomes for writing is still of concern. End of KS2 assessments progress scores for disadvantaged children had continued to show improvements from the previous year but were slightly behind non disadvantaged children. Progress in other curriculum areas for all children was consistent for all groups of children with an emphasis on quizzing, recapping and sticky knowledge.  In those year groups that have been affected most by the disruptions of COVID the progress of PP children has been compounded. Missing crucial phonics and overall social interactions have been key to this. Funding remains available for catch up phonics programmes in 2023-24  Investment in Little Wandle phonics with its same day interventions enabled the school to achieve 89% in the Y1 phonics in 2023. Same day intervention in maths and investment in mastering number have improved maths progress in KS1. Further investment will focus on increasing pupil’s reasoning and problem solving skills.  Small group interventions were used to support children with gaps in knowledge. SHINE, which used diagnostic information from NTS standardised assessments, supported this process. We also used tutoring through the NTP to support disadvantaged pupils in KS1 and KS2, as well as other children who were off track and had similar gaps in their learning.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were still significantly impacted primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We trained staff to deliver ELSA and Lego and sand therapy. These, alongside our counsellor and drawing and talking, helped to provide much needed emotional support for children.  All PP pupils who required support for school trips or clubs were supported by the school to ensure all children were able to access extracurricular enrichment.  As part of the PP review of children’s progress, attendance is now measured and the school works closely with the parents to improve any that is concerning.  Partnerships with parents developed through our parent platform, Seesaw, have continued to have a positive impact on teacher-parent relationships, ensuring specific communication is provided at the earliest stage.  Subject Leader training and development through NPQ and other training providers have enabled the school to access the latest educational thinking and developed leadership across the school. |

## 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*

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| --- | --- |
| Programme | Provider |
| Literacy Shed | Ed Shed |
| Times Table Rockstars | Times Table Rockstars |
| Seesaw | Seesaw |
| Little Wandle | Little Wandle Learning Trust |
| Nessy | Nessy learning |
| Grammasaurus | Grammasaurus Ltd |
| I See Maths | I See Maths Ltd |

## Service pupil premium funding (optional)

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

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Educational visits  Clubs  Tutoring |
| What was the impact of that spending on service pupil premium eligible pupils? | Increased confidence and resilience  Improved progress |

# Further information

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.   In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective – June 2021  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. |