

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Abbot's Hall Community Primary School
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	19% (72 Pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	Sept '21
Date on which it will be reviewed	Sept '24
Statement authorised by	Rachel Bailey
Pupil premium lead	Thomas Aldred
Governor / Trustee lead	Claire Molloy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,180
Recovery premium funding allocation this academic year	£11,020.00
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	£116,200

# Part A: Pupil premium strategy plan

## Statement of intent

At Abbot's Hall Community Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to fulfil their potential and 'Be the best that they can be'. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

### Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure that PP children have access to early help to ensure they receive the best possible start to their school journey.
- Ensure ALL younger pupils receive early interventions to support their language and oracy skills, enabling them to keep pace with their peers and to access the breadth of the curriculum.
- Develop confidence in pupils' ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, and before and after school group tuition.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities, for example: sport and music.
- Provide appropriate nurture support, through a trained Emotional Literacy Support Assistant and Pupil Support Officer, to enable pupils to access learning within and beyond the classroom.

### Key Principles:

At Abbot's Hall Community Primary School, we will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data and pupil progress meetings with key stakeholders. Class teachers will identify specific interventions and

support for individual pupils, where needed, which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Early language acquisition
2	Application of basic skills (phonics, spellings and times tables)
3	Gaps in learning due to COVID-19 school closures
4	Reduced parental involvement / support / aspiration for some PP pupils
5	

## 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>Early intervention to provide younger pupils with language skills and oracy enabling them to keep pace with their peers in statutory assessments AND give them the skills to communicate effectively and read for pleasure</p> <p>The achievement gap does not widen</p>	<ul style="list-style-type: none"> <li>Phase Development meetings, HT/Class Teacher Pupil Progress meetings and termly Governor Committee meetings.</li> <li>Statutory assessment data comparing Abbot's Hall PP pupils with non PP pupils nationally.</li> </ul>
<p>PP children achieve as well as their peers in the Y1 Phonic Assessments and Y4 Times Tables Assessments</p> <p>Pupils are seen to apply phonic, spelling and number rules in their learning across the curriculum</p>	<ul style="list-style-type: none"> <li>Comparative analysis of Phonic and Times Tables assessments.</li> <li>Evidence in learning of non-repeated errors and application of basic skills through book scrutinies and subject leader monitoring.</li> </ul>
<p>PP children make good progress across the curriculum, including in foundation subjects.</p> <p>PP children achieve as well as non PP children nationally in reading, writing and maths at the end of KS1 and KS2</p> <p>The achievement gap does not widen.</p>	<ul style="list-style-type: none"> <li>All Subject Leaders, including those of foundation subjects, evaluate the outcomes for PP children over time.</li> <li>PP Leader to track, monitor and evaluate PP children over time.</li> </ul>

	<ul style="list-style-type: none"> <li>• Statutory assessment data comparing Abbot's Hall PP pupils with non PP pupils nationally.</li> </ul>
<p>Improved parental attendance at information evenings.</p> <p>Improved attendance of PP pupils including a reduction in term time holidays.</p> <p>Improved parental involvement in reading at home</p>	<ul style="list-style-type: none"> <li>• Registers taken at events put on for the purpose of supporting families in helping their children.</li> <li>• Analysis of attendance including the PP group.</li> <li>• Analysis of targeted Reading Record logs.</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: £113,572.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Tapestry on-line Learning Journey £280 per annum</li> <li>• Additional staffing in the Foundation Stage -2 x TA £39098</li> <li>• Purchase of uniform and book bags for FS PP pupils £225 estimate “The evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.” EEF Teaching and Learning Toolkit</li> </ul>	<p>“The evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.” EEF Teaching and Learning Toolkit</p>	1, 2, 3
<ul style="list-style-type: none"> <li>• One Teaching Assistant in each class other than FS where additional Teaching Assistants are employed</li> <li>• 3 x Teaching Assistants in FS = £58831</li> </ul>	<p>“Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.”</p> <p>EEF Teaching and Learning Toolkit</p>	1, 2, 3
<ul style="list-style-type: none"> <li>• Additional Mid-day Supervisors (MDSA) working at lunch times both in the hall, in the library and out at play 2 x MDSA x 5 days a week + 1 x ½ hour per day = £15138</li> </ul>	<p>“..breaktime is viewed as a valuable opportunity for pupils to change gear, learn to interact, and let off steam. School 'recess' can also have important developmental and educational implications” “..research has shown it is important in facilitating peer relations and friendships between children, which in turn are connected to later personal development” The Nuffield Foundation</p>	1

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

Budgeted cost: £32476

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>All FSM pupils are supported in health and well-being by accessing a hot meal in school £2.30 x 5 days x 38 weeks x 59 = £25783</li> </ul>	<p><i>“Eating a healthy school meal can improve children’s concentration during afternoon lessons and improve classroom behaviour.”</i></p> <p>School Food Trust (2009) School lunch and learning behaviour in primary schools: an intervention study.</p>	1, 2, 3
<ul style="list-style-type: none"> <li>Pupils identified as at risk of not meeting expected outcomes will receive a period of 6 x weekly 45 min group support. 3 hrs teacher costs per week = £5011</li> </ul>	<p><i>“Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills”</i></p> <p>EEF Teaching and Learning Toolkit</p>	1, 2, 3
<ul style="list-style-type: none"> <li>Early information sessions offered with the incentive to attend of free published material to use with the children at home Revision books £682</li> </ul>	<p><i>“Parental engagement has a large and positive impact on children’s learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children’s education or who are not involved at all.”</i></p> <p>Research Report DFE-RR156</p>	1, 2, 3
<ul style="list-style-type: none"> <li>Through individual discussion with Parents/Carers, financial support, for trips and visits, including residential trips, will be provided £500 estimate</li> </ul>	<p><i>“87% of teachers said that LOtC made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual’s academic and personal development”</i></p> <p>The Council for Learning Outside the Classroom (LOtC)</p>	1, 2, 3
<ul style="list-style-type: none"> <li>The cost of extracurricular clubs and activities will be met by the school £500 estimate</li> </ul>	<p><i>“Children taking part in organised sports and physical activities at the ages of 5, 7 and 11 were almost one and a half times more likely to reach a higher than expected level in their Key Stage 2 (KS2) maths test at age 11. No relationship was found between organised sports and activities and</i></p>	1, 2, 3

	<p><i>KS2 English and science scores. Among disadvantaged children, those who attended after school clubs also fared better than their peers who did not take part in such groups. They achieved on average, a 2-point higher total score in their KS2 assessments in English, maths and science at the end of primary school.</i></p> <p>The Nuffield Foundation</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25162

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>A 'Lunch Club' for invited pupils to attend to eat with staff to provide a structured environment to support their needs 2 staff x 40mins x 5 days = £4229 + 1 teacher x 1 hour 10mins x 2days = £4084 + 1PSO x 1hour 10 mins x 3 days = £2424 Total £10737</li> </ul>	<p><i>"On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)"</i></p> <p>EEF Teaching and Learning Toolkit</p>	3
<ul style="list-style-type: none"> <li>Rapid Reading programme every half term for a period two weeks, daily.</li> <li>ALL TAs will deliver teacher planned, small group reading sessions for 15 minutes. 12 x TAs for 15 mins 10 x every half term = £3006</li> </ul>	<p><i>"Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills"</i></p> <p>EEF Teaching and Learning Toolkit</p>	2, 3
<ul style="list-style-type: none"> <li>A weekly Home Learning Club operates on a Tuesday lunchtime 1 x teacher ½ hr per week = £835</li> </ul>	<p><i>"There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment, but this is limited for primary age pupils. Overall the general benefits are likely to be modest if homework is more routinely set."</i></p> <p>EEF Teaching and Learning Toolkit</p>	3
<ul style="list-style-type: none"> <li>A cup of milk will be available to every child at lunchtime no matter</li> </ul>	<p><i>"The school food standards require lower fat milk or lactose reduced milk to be available for drinking at least once a day during</i></p>	2, 3

<p>if they are school dinner or a packed lunch £1226 estimate based on existing cost per week of £32.25</p>	<p><i>school hours. Milk must be provided free of charge to infant and benefits-based free school meals pupils when it is offered as part of their school meal and free to benefits-based free school meals pupils at all other times. Charges can be made for all other pupils.</i></p> <p>School Food in England Departmental advice for governing boards DfE July'16</p>	
<ul style="list-style-type: none"> <li>After school teacher led literacy and numeracy booster groups for identified children starting in September 7 hrs per week for 30 weeks, 7 teachers Estimate £9358</li> </ul>	<p><i>“Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.”</i></p> <p>EEF Teaching and Learning Toolkit</p>	<p>3</p>

**Total budgeted cost: £ 171,210**



## 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.

Key areas of impact:
<ul style="list-style-type: none"> <li>➤ In Year 2 (KS1), Writing and RWM combined attainment of pupil premium children has seen a significant jump on the previous year with both being +23% although it must be acknowledged that there were an additional 10 pupils receiving pupil premium funding in the previous academic year.</li> <li>➤ RWM combined attainment shows that our pupils are in line with their peers who do not receiving pupil premium funding.</li> <li>➤ Writing in Year 2 (KS1) also shows that pupil premium children are only 2% behind their peers who do not receive pupil premium.</li> <li>➤ Reading and Maths attainment for those pupils receiving pupil premium funding is up 3% on the previous academic year for both subjects.</li> <li>➤ Reading in Year 2 shows that pupil premium pupils are 12% behind their peers who do not receive pupil premium and this should be a focus for this coming academic year.</li> <li>➤ In Year 6 (KS2), the % of pupil premium children achieving expected + in maths continues to remain strong with it only being 3% below the previous year. We must also acknowledge there are 7 more pupil premium children in this cohort compared to previous.</li> <li>➤ Combined scores in Year 6 also show that 1% more pupil premium children achieved expected + on the previous year, which has been a key focus of the school.</li> <li>➤ Reading continues to show the biggest gap in pupil premium children in our school with 21% more non-pupil premium children achieving expected+ than their pupil premium peers.</li> </ul>

Current attainment Data (July 2023)				
Year 6 = 18 PPG pupils (56 pupils) Year 2 = 10 PPG pupils (60 pupils)	Pupils eligible for PP (Abbot's Hall)  +/- on previous academic year	Pupils not eligible for PP (Abbot's Hall)	Pupils not eligible for PP (national – SEP 2023)	Pupils eligible for PP (national – SEP 2023)
% Y6 meeting the expected standard (100 +) in reading	61% (11/18) - 14%	83% (33/40)	78%	60%
% Y6 meeting the expected standard (100 +) in writing	67% (12/18) -6%	80% (32/40)	77%	58%

% Y6 meeting the expected standard (100 +) in maths	72% (13/18) <b>-3%</b>	85% (34/40)	79%	59%
% Y6 meeting the expected standard (100 +) in reading, writing & maths	56% (10/18) <b>+1%</b>	68% (27/40)	66%	44%
% Y2 at the expected standard (EXS) in reading	63% (5/8) <b>+3%</b>	75% (39/52)	73%	54%
% Y2 at the expected standard (EXS) in writing	63% (5/8) <b>+23%</b>	65% (34/52)	65%	45%
% Y2 at the expected standard (EXS) in maths	63% (5/8) <b>+3%</b>	73% (38/52)	75%	56%
% Y2 at the expected standard (EXS) in reading, writing & maths	63% (5/10) <b>+23%</b>	63% (33/52)	61%	40%

## 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
TT Rockstars	play.ttrockstars.com
Ed Shed	www.edshed.com
Rocket Phonics	