

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 (3 year plans are recommended)	2022/2023 - 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Board of Governors
Pupil premium lead	Claire Louis-White
Governor / Trustee lead	Christine Preston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	£ 10,730
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£114,605

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 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 or life-skills focused 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	<i>Continued disruption due to COVID. Staff and pupil absence. Families rescheduling holidays not taken during COVID and persistent absences related to health concerns/ illnesses.</i>
2	Cost of living crisis- concerns around price increases have limited uptake of wider opportunities outside of school.
3	More families accessing the foodbank and support from Children's social care than previously.
4	High levels of mobility, increased anxiety caused by uncertainty.
5	Mental and physical health- lower levels of resilience caused by COVID and lack of socialisation. Children not coming into school 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 fell behind during covid.	Data will show children making accelerated progress.
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, 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
<i>Developing high quality teaching, assessment and a curriculum that supports pupils' needs. Additional training on RWI for teachers and phonic lead.</i>	RWI is a well-recognised synthetic phonics system. Assessment needs to be accurate in order to identify gaps. Sonar tracker will support this.	1
<i>Mental health pioneer schools project/award. INSET Training, mental health & wellbeing. Development of mental health first aiders.</i>	Raising attainment with wellbeing, overcoming barriers to learning. Program supports inclusion and builds the core strength of pupils to nurture their resilience, self-awareness and engagement.	1, 3, 4, 5,
<i>Support to improve music provision- CPD Naxos music box, musical apps, additional music provision and opportunities. Subsidised music lessons.</i>	Provision of wider opportunities and broad and balanced curriculum.	1, 2, 3, 5

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

Budgeted cost: £ 101,355

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

<i>Academic mentor</i>	Recommended DfE/NTP approach	1
<i>Access to alternative provisions. Ride high/Field of dreams/Engage</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later life, e.g. improved academic performance, attitude, behaviour and relationships (EEF).	1, 2, 3, 4, 5
<i>Learning mentor</i>	Support for mental health	1, 2, 3, 4, 5, 6
<i>Learning mentor cookery- life skills.</i>	Preparing children for life, their next stage/phase.	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
<i>FFT Lightning Squad</i>	Research demonstrates that pupils make learning gains of between 3-5 months in reading attainment when using this resource.	1
<i>Supplementing trip and visits- cultural capital</i>	Up-levelling opportunities for all.	1, 2, 3, 4, 5

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

Budgeted cost: £ 5,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Uniform exchange</i>	Children feel part of the school community.	2, 4
<i>Change in lunch provider- food cooked onsite – to increase uptake on free meals. Subsidised/free places at breakfast club</i>	Maslow hierarchy of needs. Research shows need to start the day in a positive way.	2, 3, 5
<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.	6

Total budgeted cost: £114,605

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils in year 6 made better progress than non-disadvantaged pupils in reading, writing and maths. In addition, in year 2 disadvantaged pupils made better progress in reading than non-disadvantaged pupils. (Internal assessment system).

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