

Pupil Premium Strategy Statement

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| 1. Summary information |  | |  |  |  |
| School | The Abbey CE VA Primary School | |  |  |  |
| Academic Year | 2023/24 | Total PP budget | £27980 | Date of most recent PP Review | Sept 2023 |
| Total number of pupils | 201 | Number of pupils eligible for PP | 21 | Date for next internal review of this strategy | Feb 2024 |

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| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
| In-school barriers *(issues to be addressed in school, such as poor oral language skills)* | |
| A. | PP children often join the school later than Reception, and often midway through a school year, having to adapt to a new setting, make new friends and become sufficiently comfortable to learn to their full potential. |
| B. | Some PP children have low aspirations and/ or poor self-esteem, particularly where they have experienced frequent moves and know they are behind their peers academically. This creates extra challenge in developing the resilience needed to close the gap with peers. |
| External barriers *(issues which also require action outside school, such as low attendance rates)* | |
| C. | Some PP children have a difficult time at home or have experienced distressing situations. There are often emotional issues to address for children and their families. |
| D. | Some of the PP group have additional needs such as EAL, SEND or medical conditions, including language delays, which impact on learning. |
| E. | Some of the PP group require financial support to enable them to access home learning and the wider school learning experience |

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| 4. Outcomes | |  |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| A. | Pupils with low achievement on entry, or gaps in their learning, are identified through assessment and good liaison with previous schools, or preschool settings, so that they make good progress to close the attainment gap between them and their peers. | Early identification of additional needs on entry. Effective intervention put in place quickly to enable accelerated progress, to start to close the achievement gap straightaway and stop frustration and disaffection developing. |
| B. | The quality of teaching and learning is consistently good or outstanding for every year group in all areas of the curriculum. Groups below age related expectation are supported to narrow the gap and more able groups are extended in their learning. Support is targeted to meet specific needs and evaluated for impact. Achievements are celebrated and pupils are encouraged to aspire in their learning and wider activities eg sport and creative arts. | PP group making at least expected progress but ideally better than expected progress, especially where there is an achievement gap to close. PP group achieve in line with their peers. |
| C. | Families in this situation feel supported to engage with the school. There is an emphasis on working together to support their child and building social capital. Emotional support is offered to ensure children are able to access school in a positive state of mental, as well as physical, health and wellbeing. Time and emotional support are also offered to parents where appropriate. | Children are able to attend school regularly, with the equipment and uniform they need, and access the opportunities presented to them in terms of academic, extra-curricular and social and emotional development. |
| D. | There are high levels of welfare and equal opportunities for disadvantaged pupils, including those with additional needs. Support is tailored to need and is evaluated to ensure it is effective. Support is put in place quickly, eg with refugee children arriving, to ensure they are able to engage with learning immediately and experience success. | Close working with external agencies and families to identify and support needs; ELSA support provided where appropriate; PP pupil given access to opportunities through financial support |
| E. | Targeted financial support is offered to ensure that children have the equipment they need for school and learning at home and the opportunity to take part in extra-curricular activities, including music lessons and school trips. | All children are able to access school and home learning and take part in extra-curricular lessons, clubs and trips. |

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| 5. Planned expenditure | |  |  |  |  |
| Academic year 2023/24 | | | | | |
| 1. Quality of teaching for all | |  |  |  |  |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review? |
| A. Early identification of low achievement in order to close gaps | Liaison with previous school or preschool. Telephone contact with SENDCo/ class teacher and request for records. Follow up if not received.  Meetings with parents, if appropriate. | Changing schools statistically leads to a child’s progress and learning being disrupted. Making the transition as smooth as possible, with as little interruption to learning as possible, minimizes this impact. Any concerns identified can be addressed without delay and a greater understanding of the child can be used to support them to settle socially and academically. Children generally feel more secure if they know there are links between home and school and everyone is working together to help them. | * Contact via telephone between the class teachers and between SENCos, if appropriate. Request for records and follow up if they are not received. * Invitation to parents to share their child’s previous school experiences and any parental concerns * Close links developed with parents to ensure a team approach to supporting the child. | Inclusion lead/ Office | March 2024 |
| B. Consistent high quality of teaching and learning. All groups, including more able, supported in needs to achieve full potential. | Aspirational approach and high expectations of all learners – ‘Being the best we can be’. Celebration of successes in all areas of learning, through celebration assemblies, displays. | Highly motivated learners are more successful. | * Clear expectations of learning * Celebration of success with parents, staff and peers as part of Golden Work * Timetabled support for different ability groups – more able included * Additional learning opportunities for more able in different curriculum areas | SLT |
| B. Consistent high quality of teaching and learning. All groups supported in needs. | CPD for depth of learning. Visits to centres of excellence, attendance at subject networks and shared practice between Subject Leads and staff. Time for Subject Leads to develop expertise and extended subject knowledge.  Identification of any wider needs eg developing lifelong love of reading | EEF evidence shows an additional 8 months of progress can be made with a mastery approach to learning. All pupils need to progress through school with solid mastery of learning in order to make expected progress. More able pupils need to achieve consistently at greater depth. Lesson study proven to be highly effective CPD strategy | * Timetabled visits and lesson observations with arranged cover * Staff meeting time allocated for subject development * Subject leader release time to evaluate and develop subject * Focus of lesson on achievement of pupils * High-quality CPD accessed through LA and collaboration partner visits * Links with partner schools to share expertise | Subject leads | March 2024 |

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| Total budgeted cost | | | | | £ 2500 |
| 2. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review? |
| A. Early identification of low achievement in order to close gaps  B. Consistent high  quality of teaching and learning. All groups supported in needs. | Small support groups within class learning  Additional TA support, including interventions 1:1 and in small groups, for identified areas of need. Extra TA time put into all classes in the afternoon at least 3x a week to allow for consistent and sustained intervention programmes. Also additional support through a KS1 and KS2 support TA for the mornings to deliver interventions. | EEF evidence shows an additional 4 months of progress can be made with learning in small groups.  TAs will either directly support learning in small groups or facilitate the teacher to do so. This has the benefit of building self-esteem and emotional wellbeing through extra focus time with an adult | * Effective use of formative assessment * Effective timetabling of support staff | Inclusion lead | May 2024 |
| A. Early identification of low achievement in  order to close gaps | Booster and intervention sessions across the school to address gaps in learning | EEF evidence shows an additional 4 months of progress can be made with learning in small groups. | * Effective use of formative assessment * Protected timetable * Small groups | Inclusion lead/ SLT | January 2024 |
| B. Consistent high quality of teaching and learning. All groups supported in needs. | Small group work for most able children in maths. | Feedback from the children evidences the benefit to their learning experience. Historic evidence shows children going on to achieve at high level in the future – eg two going to Cambridge to study maths. Focus can be placed on mastery and exploring depth of learning. | * Protected timetable * Staff allocated with area of expertise | Inclusion lead | January 2024 |

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| D. To ensure high welfare of disadvantaged pupils  C. Families and children feel supported and children are in a good place to access learning. | ELSA support programme or ongoing nurture support. ELSA trained and supported with supervision sessions. Parents can request a meeting, or telephone/ email contact, with the Inclusion lead and ELSA at any point. Drop in sessions with the School Nurse and support from Early Help.  Member of SLT trained as Senior Mental Health Lead to understand and access mental wellbeing needs and support that can be accessed. | EEF evidence shows an additional 4 months of progress can be made with  social and emotional learning intervention such as ELSA.  Some PP pupils are negatively affected by circumstances at home. Targeted ELSA can support them in overcoming these issues so that they are in a good place emotionally to learn. A whole school ethos of mental wellbeing engenders a culture of support. | * Training and updates for ELSA professional (network supervision meetings/ additional specific training/ yearly registration for support) * CPD for wellbeing * Effective class teacher liaison for early identification and targeted support * Efficient referral process * Easy access for parents to speak to staff and understand ELSA support * Feedback from parents used to inform future planning | | Inclusion lead | July 2024 |
| Total budgeted cost | | | | | | £ 21000 |
| 3. Other approaches | | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | | Staff lead | When will you review? |
| C. Families and children feel supported and children are in a good place to access learning. | Support is offered to families to manage the needs of their children. There is meaningful dialogue between home and school in planning the way forward. | Children are only able to focus properly on learning once their physical and emotional wellbeing needs are met. | * Head teacher/ Inclusion lead/ ELSA work with parents to establish need * Advice sought from Locality professionals | | Head teacher  Inclusion lead | July 2024 |
| D. To ensure equal opportunities for disadvantaged pupils | Lunchtime staff used to facilitate positive social interaction and play. Additional resources for play/ outdoor activities  Activities and resources to meet the needs of different children. Targeted activities for children who find unstructured play tricky – Lego club. | Children are able to focus on learning if they are calm and have positive mental wellbeing. Children who find unstructured social time difficult are supported to interact positively and given specific activities they can choose to enjoy for relaxation. | * Members of staff employed to facilitate social interaction, positive play and outdoor exploration * Training to support leading these activities * Specific resources – including playground games | | Head teacher  Inclusion lead | July 2024 |
| D. To ensure equal opportunities for disadvantaged pupils  E. To ensure access to the equipment they need for school and learning at home and the opportunity to take part in extra-curricular activities | Funded music tuition | EEF evidence shows an additional 2 months of progress can be made with additional provision for arts subjects. These opportunities are available at an extra cost to all pupils. Pupils eligible for PP may not be able to take up these opportunities without financial support. Learning musical instruments builds self-esteem and confidence and is life-enhancing. It can provide relaxation and management of stress and anxiety. | * Families contacted directly where children show interest * Tuition happens within the school day – no extra costs involved * Highly skilled professional tuition | | Office team | July 2024 |
| D. To ensure equal opportunities for disadvantaged pupils  E. To ensure access to the equipment they need for school and learning at home and the opportunity to take part in extra-curricular activities. | Subsidised trips including residential visits | EEF evidence shows an additional 4 months of progress can be made with access to sports and adventurous  outdoor learning.  No pupil should ever be excluded from school activities on the basis of cost and all should be able to build their life experiences with their peers. | * Positive relationships with families built through sensitivity in ascertaining need through proactive dialogue * Balance struck between subsidy and parental contribution by mutual agreement – working together to provide opportunities for the child | | Office team | July 2024 |
| D. To ensure high welfare of disadvantaged pupils  E. To ensure access to the equipment they need for school and learning at home and the opportunity to take part in extra-curricular activities | Uniform allowance  Equipment for home learning – stationery etc | EEF evidence shows no additional progress is made through subsidising uniforms. However, as a church school we believe strongly that no pupil should be made to feel inferior at school. Uniform subsidy enables all disadvantaged pupils to have smart uniform and feel equal to their peers, building their self-esteem and confidence. It is important for children to have free access to appropriate stationery at home so they are able to complete homework. Homework clubs also allow for those children who struggle to find an appropriate space and resources to work at home. |  | * Uniform allowance allocated to all pupils eligible for PP * Stationery provided for PP children to have at home. * Homework clubs | Office team/ SLT/ KB | June 2024 |
|  |  |  |  | Total budgeted cost | | £ 4480 |

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| 6. Review of expenditure - was it effective? | |  |  |  |  |
| Academic year 2022/23 | | | | | |
| 1. Quality of teaching for all | |  |  |  |  |
| Desired outcome | Chosen action / approach | Impact | Lessons for the future | Staff lead |  |
| A. Early identification of low achievement in order to close gaps | Liaison with previous school. Telephone contact with SENCo/ class teacher and request for records. Meetings with new parents. | This ensured that knowledge was shared where possible. It is easier to support a child when you know about them, their family and their strengths and weaknesses. Preschools had more information to share this year, and earlier, and liaison between schools was effective. | Parents of children starting in Reception were encouraged to share any concerns earlier. Time given to meetings and additional visits was effective in ensuring smoother transitions. | Inclusion lead/ Office |  |
| B. Consistent high quality of teaching and learning. All groups, including more able, supported in needs to achieve full potential. | Aspirational approach and high expectations of all learners. Celebration of successes in all areas of learning. | Highly motivated learners are more successful. Where children were involved in evaluating their own targets and took ownership of their own aspirations, progress was greater. | Time spent by the Head teacher setting aspirational targets with the Year 6 children individually and reviewing these was effective. Although this is time intensive it is reflected in greater commitment to progress from the children, understanding how they can improve. | Head teacher |
| B. Consistent high quality of teaching and learning. All groups supported in needs. | CPD for depth of learning. Visits to centres of excellence, attendance at subject networks and shared practice between Subject Leads and staff.  Identification of any wider school development needs. | Subject focus time was effective in building staff confidence and expertise, allowing time to reflect on how to develop provision across the school. This has had a positive impact on the wider curriculum and ensuring high quality provision across all subjects for all children. | Links built through the collaboration are starting to provide opportunities for sharing practice.  The Review, Prioritise, Monitor cycle is effective in ensuring all subjects have an in depth focus and discrete subject leader time has been effective in allowing time to develop subject areas. | Subject leads |  |

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| Total budgeted cost | | | | | £ 3500 |
| 2. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | Impact | Lessons for the future | Staff lead |  |
| A. Early identification of low achievement in order to close gaps  B. Consistent high  quality teaching and learning. All groups supported in needs. | Small support groups within class learning  TA support including interventions for identified areas of need | Data showed a positive impact on specific areas for specific children. Children were more resilient learners because of time spent discussing learning styles and behaviours as well as content. | Building support staff expertise through ongoing training and experience is effective in ensuring high impact intervention. Ensure timetabling makes the best use of staff strengths for interventions. | Inclusion lead |  |
| A. Early identification of low achievement in  order to close gaps | Booster sessions (support TAs in KS1 and 2) across the school to address gaps in learning | Data showed a positive impact on specific areas for specific children. Support can be adjusted to ensure efficacy based on achievement scores. | Assessment, particularly standardised data from the NFER tests, is useful in identifying needs and monitoring effectiveness of the intervention.  Catch up support is often particularly relevant for PP children, where they faced greater barriers to learning and, in some instances, have had more time off school. | Inclusion lead/ SLT |  |
| B. Consistent high quality of teaching and learning. All groups supported in needs. | Small group work for most able children in maths. | This contributed to aspiration from the children. They were keen to achieve and progress to meet their own targets. It enabled the more able to reach for higher levels of understanding and application. | Maintain with the protected timetable and staff allocated with area of expertise. | Inclusion lead |  |
| A. Early identification of low achievement in  order to close gaps | 1:1 support for reading, spelling and maths | Data from reading assessments shows the impact on specific children. There are very small numbers of children in KS2 who are not reading at a level at least in line with their chronological age – they continue to receive targeted support now through Little Wandle catch up. | Maintain regular assessment to measure efficacy of the interventions. Keep the established programme of interventions with a protected timetable and staff expertise. | Inclusion lead |  |

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| D. To ensure high welfare of disadvantaged pupils  C. Families and children feel supported and children are in a good place to access learning. | ELSA support programme or ongoing nurture support. Parents can request a meeting, or telephone/ email contact, with the Inclusion lead and ELSA at any point. Drop in sessions with the School Nurse and support from Early Help. | Children were supported effectively, and felt able to access support when they needed it. Parents and staff too felt able to request support for a child. | Ensure sufficient time for ELSA – make use of walk and talk time at lunchtime. | | Inclusion lead |  |
| Total budgeted cost | | | | | | £ 26500 |
| 3. Other approaches | | | | | | |
| Desired outcome | Chosen action/approach | Impact | Lessons for the future | | Staff lead |  |
| C. Families and children feel supported and children are in a good place to access learning. | Support is offered to families to manage the needs of their children. | Wellbeing of children, parents and staff is a focus but those who needed support were able to access it in a timely manner from appropriate sources. | Remote meetings seem to mean that links with the SEND Family Worker are easier to maintain meaning support can be accessed for families. | | Head teacher  Inclusion lead |  |
| D. To ensure equal opportunities for disadvantaged pupils | Additional lunchtime staff to facilitate positive social interaction and play. Additional resources for play. | This has proved very positive for children who find playtimes difficult. Having outdoor and gardening activities has meant a positive and practical focus for playtimes for those who would rather not play. | The one key member of staff who has driven the outdoor activities and gardening has stepped down from this role so it is important to look at other ways of ensuring these opportunities are still happening. | | Head teacher  Inclusion lead/ RS |  |
| D. To ensure equal opportunities for disadvantaged pupils | Funded music tuition | These opportunities have been possible with a strong team of external teachers. | Ensure opportunities for children to experience what different instruments sound like when they are played to a high standard and facilitate opportunities for them to choose to follow up an interest. Use children in school to showcase music. | | Office team/ Music lead |  |
| D. To ensure equal opportunities for disadvantaged pupils | Subsidised trips and residentials | All children across the school were able to partake in an external visit in the summer term, with two year groups enjoying residential visits.  All children had the chance to participate in extra-curricular clubs funded by school. | Plan for trips for all children to broaden their experiences. Continue to work with parents to find mutually helpful ways of funding them. | | Office team/ class staff |  |
| D. To ensure high welfare of disadvantaged pupils | Uniform allowance | All children who needed support were able to access uniform, ensuring they did not feel at a disadvantage. |  | Children are still coming into school in PE kit so monitor any who are struggling to do so as to whether this is an area of need. | Office team |  |
|  |  |  |  | Total budgeted cost | | £ 7395 |