

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Abingdon Primary School
Number of pupils in school	296 (current)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Sam Spendlow (Headteacher)
Pupil premium lead	Sam Spendlow (Headteacher)
Governor / Trustee lead	Tom Saunders (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150965
Recovery premium funding allocation this academic year	£4096
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	£155,061

Part A: Pupil premium strategy plan

Statement of intent

<p>At Abingdon Primary School, we aim to: Eliminate the attainment differences between pupil premium children and non-pupil premium children Provide enrichment opportunities for pupil premium children Ensure our children in receipt of the PPG have access to a wide range of resources that support academic and emotional development Ensure children access high quality first teaching</p> <p>Abingdon Primary intends to achieve these objectives by: Ensuring provision is made for children to access specially trained teachers and other professionals e.g. Speech and Language Therapist, maths specialist teacher, specialist behaviour teacher, educational psychologist, pastoral support teacher Providing teacher led intervention through small group teaching across the school Prioritising pupil premium children for after school clubs Provide a number of free PPG places in extracurricular activities eg Rocksteady Providing free breakfast club places Providing breakfast for all in classrooms Ensuring positive relationships are forged and maintained with parents/carers</p>
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Challenges

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

Challenge number	Detail of challenge
1	Limited parental support and challenge at home
2	High incidence of exposure to 4 or more ACEs
3	Low on entry baseline to Reception
4	Poor reading and speaking & listening skills, limited vocabulary
5	Limited cultural capital: many pupils lack 'life experience', wider opportunities and have not visited places which stimulate creative and imaginative thinking skills
6	Low levels of resilience
7	Low attendance

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
Improved outcomes at statutory assessment level	<ul style="list-style-type: none"> Children in receipt of PPG achieve in line with non-PPG children at all statutory assessment points from EYFSP
Increased cultural capital	<ul style="list-style-type: none"> Children in receipt of PPG have achieved the 'Abingdon Beyond the Classroom' or (ABC) award for their relevant phase Pupil voice surveys and attainment and progress data indicates that children in receipt of PPG have an increased self-efficacy and cultural awareness/knowledge
Improved attendance	<ul style="list-style-type: none"> Attendance of children in receipt of PPG is in line with national attendance (95%)
Improved self-regulation	<ul style="list-style-type: none"> Lower incidence of behaviour referrals Earlier identification of ACEs with subsequent strategies being implemented and referrals made if appropriate Higher incidence of learning behaviours observed and logged

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: £117,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child Advocate specialist teacher part time	EEF Mentoring	1-7
Lead Teacher for Culture and Behaviours to lead staff CPD on behaviour, inclusion and diversity	EEF Improving Behaviour in Schools	1,2,5,6
Pastoral Lead to support parents/carers	EEF Working with Parents to Support Children's Learning	2,5,6,7
SENDCo specialist teacher 2.5 days	EEF Special Educational Needs in Mainstream Schools EEF Effective use of Teaching Assistants	1,2,3,4,5,7

Specialist training for Inclusion Team (as listed above)	Sutton Trust: Developing Teachers EEF Improving Behaviours in Schools	1-7
New Learning Mentor role part time		1-7
Reading for Pleasure - English Hub	EEF reading comprehension strategies:, English Hub, CPD for all staff to provide consistent approach through school	1,3,4,5,6,7
Mastering Number (EYFS and KS1) – Maths HUB	Maths Hub interventions (whole class approach)	1,2,3,4,5

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

Budgeted cost: £26,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for identified pupils	EEF One to One Tuition / EEF Small Group Tuition	1,3,4,6
Targeted specialist behaviour teacher support	EEF Mentoring (link to EEF Wider Strategies)	1,2,3,4,6
Pastoral groups for children needing emotional support	EEF Mentoring (link to EEF Wider Strategies)	1,2,4,5,6
Family liaison support Pastoral support for vulnerable families	EEF Mentoring (link to EEF Wider Strategies)	1,2,
Speech and Language interventions	EEF Oral Language Interventions	1,3,4,6
Lexia reading intervention	EEF Reading Comprehension Strategies	1,3,4,5,6,7

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

Budgeted cost: £11,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
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National Breakfast programme – 25% buy in	Public Health England: The link between pupil health and wellbeing EEF Wider Strategies	2
Provision for children to attend breakfast club at school	EEF Wider Strategies	2,7
Attendance strategy promotion rewards	EEF Wider Strategies	2,7
Priority places in after school clubs	EEF Wider Strategies	2,5,6,7
Funded place on school visits and residential trips	EEF Wider Strategies	2,4,5,6,7
Purchase of digital technology licences such as Vimeo professional and White Rose to support remote learning	EEF Remote Learning Rapid Evidence Assessment	1,3,4,6

Total budgeted cost: £155,668

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 2021 to 2022 academic year.

Last academic year, the first results since the COVID-19 disruption to education have been published

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Previous overall objectives were:

1. to close the gap in attainment and progress between children eligible for PPG and their peers
2. to ensure that the additional funding makes a significant impact on the eligible children's education and wider curricular opportunities
3. to monitor and track the progress of children in receipt of PPG and support them in an appropriate way that meets their individual needs
4. to work in partnership with the parents of pupils to collectively ensure their child's success
5. to bring persistent absence of disadvantaged children in line with non-disadvantaged children
6. to minimise the risk of exclusion for specific identified children

Responses to previous objectives:

1. Internal data from summer 2021 shows that children eligible for PPG attained in line or above their non-disadvantaged peers in all but two year groups. These children and specific year groups have been identified for focus in the 2021-2022 academic year.
2. Children in receipt of PPG funding were offered places at clubs when they were permitted under Covid-19 regulations/guidance. However, due to the pandemic, the impact was not seen or sustained.
3. During the first school closure, eligible children who attended on site received small group and tailored provision, which had a positive impact on their overall wellbeing, self-efficacy and engagement. When school was open, PPG children were prioritised for focus learning within the scope of allowed practice due to health and safety measures in place. During the second school closure, PPG children were again prioritised in both a pastoral and technological capacity. All children had access to devices (and WiFi connection/data) which allowed them to carry out digital learning tasks. Regular communication was maintained with any families not attending on site. However, some families were reluctant to engage (range of circumstances) and, despite rigorous contact from school, focus learning

tasks were not completed regularly. This impacted on children's stamina when they returned to structured learning in school and staff have focused on developing this since the return to on site learning. Children's experiences were noted and strategy meetings held to ensure that provision – both for learning and SEMH support – was established. Leaders analysed internal data and provided teachers with detailed progress and attainment maps to ensure pupils were identified and targets shared. Catch up learning has focused on CPA approach to maths and developing core skills in English.

4. The Pastoral Team, SENDCo, teachers and Senior Leaders forge relationships with parents/carers to ensure best outcomes for pupils. This was maintained with regular phone and daily video contact with children and families. Due to the reduced capacity of external support providers, staff in school increased their capacity in supporting families both with material resources and supplies, and emotional support. Upon school reopening, communication resumed as usual and parents received termly reports on their child's progress, as well as constant communication through a messaging service to support their child.
5. Persistent Absence for children in receipt of PPG reduced in the academic year 2020-2021 and was lower than the previous period by term.
6. There were no permanent exclusions during the 2020-2021 period. Weekly safeguarding meetings, PPG review meetings and strategy meetings ensure that provision is in place for identified children. Staff work with external services – such as Stockport Behaviour Support Service – to ensure that professional advice is implemented to ensure best outcomes for children.

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
All programmes were internal	

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The 21/22 academic year was the first full year back since the disruptions of the pandemic.

The impact in 21/22 was:

- Provision that provided nurture and appropriate support for children with SEMH needs exasperated by the pandemic. Over a third of the school accessed support from the Rainbow Room and our virtual class lead.
- The focus on catch up was on English & maths core learning (including reading and handwriting skills) but in the context of where possible maintaining a broad and balanced curriculum. The Write Stuff and Martin Harey Handwriting schemes were brought in mid year to try to bridge gaps.
- The childrens stamina for learning is still affected, staff have worked on metacognition strategies to help them remember more. .
- After school clubs were back up and running.
- Children in EYFS still demonstrated a significant impact from lockdown and continuous provision was extended into Y1 to address this for a short period.