



Pupil premium strategy statement- The Abbey Primary School

This statement details our school's use of pupil 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 (2024-2025) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Abbey Primary School
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	27.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Caroline Farmer
Pupil premium lead	Caroline Farmer/ Ruth Benjamin
Governor / Trustee lead	Sarah Cave



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,390
Recovery premium funding allocation this academic year	£ 0
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	£133,390



Part A: Pupil premium strategy plan

Statement of intent

At The Abbey Primary School we aim that all children, irrelevant of background or the challenges they face, will reach their full potential, make good progress and attain high. Our strategy outlines how we will support our Pupil Premium children to meet these high aspirations and gain a passion for learning, whilst developing as happy and emotionally secure young people.

Each child is seen as an individual and treated with compassion and equality, without pre-conceived ideas or judgement.

High quality teaching is the foundation for progress and success. Our mission is for pupils to experience quality resources which support and impact on their learning. Individualised support is offered to our disadvantage children, identifying individual needs and barriers to learning to enable us to provide an effect support package, allowing each child to learn at their best. This is proven to close the disadvantaged attainment gap at our school.


Our approach will be responsive to common challenges and individual needs. Needs will be identified with comprehensive analysis of data, following assessment of both academic and emotional need. Impact of intervention will be monitored and adjusted to match individuals.

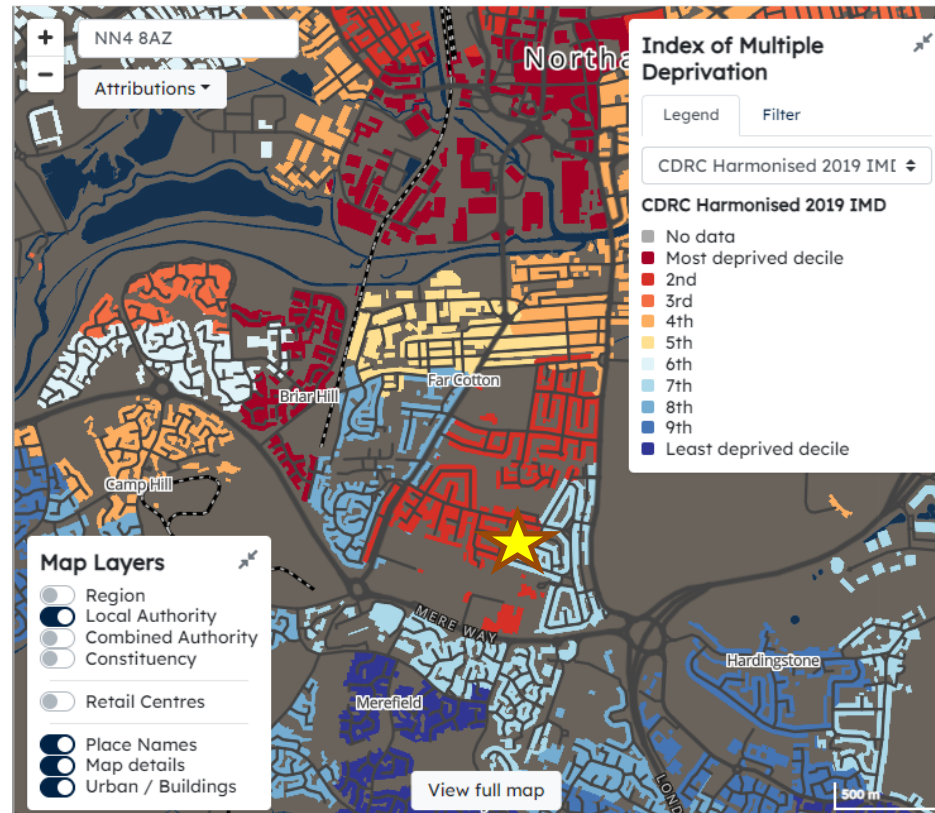
Principles and Aims:

- Ensure that all staff have high aspirations of all disadvantaged pupils including those with additional needs and those who are high attaining.
- Early identification and intervention processes ensure gaps in academic and social development are addressed quickly and effectively.
- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Adoption of a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and implementation of strategies to raise attainment.
- Provide high quality support for the social and emotional development of pupils, ensuring they feel happy and safe.

Demography and School Context

The Abbey Primary School is a community school located in Delapre, Northampton. We are a 2-form entry primary school with additional nursery provision for 3 year-olds. The map below displays the 'Indices of Deprivation Index' which surround the school.

 The Abbey Primary School





Challenges



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

Challenge number	Detail of challenge
1	Vocabulary of PP pupils is often more limited than non-PP and this impacts their knowledge of the world, their understanding of concepts and overall attainment.
2	Multiple vulnerabilities- Higher proportion of PP pupils also have an identified SEND (29%), compared to non-PP (12%), which impacts overall attainment. 33% of PP pupils are non-core pupils.
3	Higher portion of PP pupils, compared to non-PP, enter school with lower Baseline scores. This impacts attainment in subsequent years. These pupils also have greater difficulties in retaining and processing information.
4	Attendance for PP children at the end of the 2023/24 academic year was 91.1% compared to non-PP pupils of 94.8%
5	Emotional wellbeing- Higher portion of PP pupils, compared to non-PP, have difficulties with self esteem, confidence and emotional regulation.



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>To raise attainment in reading at EXS+ (to be in line with KS2 national at 74%) in all year groups across school.</p> <p>To narrow/ close the attainment gap between PP and non-PP in Reading</p>	<p>To % PP pupils achieving EXS+ in reading to increase across all year groups and the gap between PP and non-PP to be reduced.</p>
<p>To raise attainment in writing at EXS+ (to be in line with KS2 national at 72%) in all year groups across school. To narrow/ close the attainment gap between PP and non-PP in Writing.</p>	<p>% PP pupils achieving EXS+ in writing to increase across all year groups and the gap between PP and non-PP to be reduced.</p>
<p>To raise attainment in Maths at EXS+ (to be in line with KS2 national at 73%) in all year groups across school.</p> <p>To narrow/ close the attainment gap between PP and non-PP in Maths.</p>	<p>% PP pupils achieving EXS+ in Maths to increase across all year groups and the gap between PP and non-PP to be reduced.</p>
<p>To improve attendance to be in line or above primary national average (94.5% 2023/24), with a reduction in persistent absence (below 90%)</p>	<p>PP attendance to be in line or above primary national (94.5% 2023/24)</p> <p>Reduction compared to 2023/24 in the number of PP children classed as persistent absent (below 90%)</p>
<p>To develop metacognition and self-regulation skills, leading to improved academic outcomes.</p>	<p>Improved independence and early recognition of emotional state for those pupils who struggle to independently regulate emotions.</p> <p>Boys in KS2 have an improved emotional literacy skills and have greater vocabulary to discuss emotional state, responding with words rather than actions.</p> <p>Staff have increased knowledge and strategies to support pupils when emotionally unregulated.</p>



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: £ 66,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Explicit Vocabulary Instruction: Teach vocabulary explicitly by defining and explaining word meanings, and arranging frequent encounters with new words (at least six exposures) to help children internalise them.</p> <p>Contextual Learning: Introduce vocabulary in context by using it in meaningful sentences and scenarios.</p> <p>Staff CPD by attendance of PiXL conferences and workshops.</p> <p>Use of PiXL Vocabulary resources to support explicit instruction and contextual learning.</p>	<p>This approach has been shown to improve reading comprehension and overall vocabulary development (Bolton Learning Together, Teaching Effective Vocabulary).</p> <p>High quality CPD where implementation is followed up, supported and analysed – <i>EEF guide to Implementation</i></p>	<p>1</p>

<p>English and Maths Subject Leads to attend training and cascade down to all staff in designated staff meetings, with a particular focus on adapting the curriculum to meet the needs of disadvantaged children.</p> <p>Staff to attend PiXL CPD workshops and specialist meetings based on raising attainment for disadvantaged pupils.</p> <p>Teachers use a 'Focus Five' approach, which emphasises high-quality teaching as the primary means of addressing the attainment gap for disadvantaged pupils. This includes tailored lesson planning that considers the specific needs of these children.</p> <p>School to access RWI development days and termly progress meetings led by RWI specialist.</p> <p>Staff to attend trust network meetings developing specific subject area knowledge, including SEN.</p> <p>Senior school leaders attend Trust meetings termly to develop CPD in regards to strategic implementation of policies and procedures to support disadvantaged children.</p>	<p>Use of research-based assessment with Question level Analysis and specific therapies to address highlighted areas of need.</p> <p>High quality CPD where implementation is followed up, supported and analysed – <i>EEF guide to Implementation</i></p> <p>Paedagogy follows Rosenshine's evidenced based principles</p> <p>Implementation of retrieval at the beginning of each lesson to embed and revisit previous learning</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p style="text-align: right;"><i>EEF 2021</i></p>	<p>1, 2, 3, 5</p>
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<p>Senior leadership team extended to include Extended Leadership Team, increasing strategic capacity- High focus on progress and attainment of PP pupils</p> <p>Whole school staff CPD regarding trauma informed practices and implementation of 'zones of Regulation'. Senior leaders receive training and then cascade, 'Therapeutic Thinking' approaches.</p>	<p>Use of Question Level Analysis to clearly identify the gaps in learning of individual pupils, whole class and whole school</p>	
<p>PiXL tests are completed following data calendar 2024/25 in all KS1 & KS2 classes.</p> <p>To implement PiXL Assessments & Question Level Analysis throughout KS1 & KS2.</p> <p>Teachers complete a Question Level Analysis of PiXL tests to ensure pupils gaps in learning are identified & addressed.</p> <p>Senior leaders analyse data across the school to identify trend in areas of concern and the identify effective implementation, teaching and learning. Key stage and subject leads to receive CPD and attend Trust led network meetings on analysing data and actions from this.</p> <p>Core group meetings to be held for each year group, identifying pupils progress and making adaptations based on impact. Specific</p>	<p>Use of researched programmes of study which show impact on pupils understanding and progress</p> <p>Use of Question Level Analysis to clearly identify the gaps in learning of individual pupils, whole class and whole school.</p> <p>Evidence based curriculums which are adapted to meet the specific needs of the pupils</p>	<p>1, 2, 3, 5</p>



<p>focus on barriers to learning and actions points to address for pupil Premium pupils.</p> <p>Writing curriculum based upon 'The Write Stuff' by Jane Considine, chunked and adapted to meet the needs of pupils, whilst enhancing opportunities for independent writing.</p> <p>Maths Curriculum is based upon 'Power Maths' and is adapted to meet the needs of the pupils.</p> <p>Early reading curriculum is RWI- all staff to receive initial training and then leaders with ongoing support from a RWI specialist</p> <p>Classes with high need Pupil Premium children to be taught by more senior or experienced staff</p> <p>Additional adult support in classes where there are high levels of low attaining PP and/ or PP with SEN</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 33,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement targeted vocabulary interventions for disadvantaged children, focusing on academic language that is crucial for their learning. These interventions can be tailored to meet the specific needs of each child</p>	<p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills</p> <p>Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies</p> <p style="text-align: right;"><i>EEF 2023</i></p>	<p>1</p>
<p>Small group intervention, led by a TA. TA specifically trained by Thrive OT/ Blossom OT to develop balance, co-ordination, body awareness, fine motor skills and motor planning</p>	<p>Identified that a high proportion of pupils enter school with lower than expected motor planning, attention and listening skills. EEF Toolkit shows + 5months progress for EYFS intervention, +8 months progress for meta cognition and self-regulation (which will enhance by motor planning and concentration intervention)</p>	<p>2, 3, 5</p>
<p>School to commission need related agencies (such as educational psychology and Jogo) to support identified pupils.</p>	<p>Identified that a high proportion of pupils enter school with lower than expected motor</p>	<p>2, 5</p>



<p>Collaboration between agency, SENCO, parents and class teacher to deliver recommendations</p>	<p>planning, attention and listening skills. EEF Toolkit shows + 5months progress for EYFS intervention, +8 months progress for meta cognition and self-regulation (which will enhance by motor planning and concentration intervention)</p>	
<p>PiXL assessments to be implemented and Question Level Analysis to follow. Therapy groups to be identified and delivered by teachers and TAs</p> <p>Pupils working below age related expectations to read daily with an adult, developing decoding and comprehension skills</p> <p>Pupils with below expected phonic skills to received daily 1:1 tutoring following RWI programme</p>	<p>Use of research-based assessment with Question level Analysis and specific therapies to address highlighted areas of need.</p> <p>Use of first quality teaching to deliver the therapies raises the quality of intervention</p> <p>Use of Question Level Analysis to clearly identify the gaps in learning of individual pupils</p>	<p>1, 2, 3, 5</p>



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

Budgeted cost: £33,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly small group intervention based around identified SEMH difficulty</p> <p>Non-class based full-time FSW and part time learning mentor to support individual families and pupils</p>	<p>25% of PP pupils have had or have level 2 or above social care involvement and as a result their emotional well-being is effective. Staff awareness of effective strategies to support these difficulties in class, will allow pupils to feel safe and successful in their learning environment.</p> <p>EEF toolkit shows +4 months progress for social and emotional intervention and +8 months progress for meta cognition and self-regulation</p>	<p>4, 5</p>
<p>Attendance to be closely monitored and actioned quickly where necessary. Parenting contracts to be put in place for persistent non-attendance. Parents whose children fall below 95% to be notified by letter. Pupils who have repeated lateness to be notified by letter and parent meeting held with attendance officer.</p> <p>Referral sent to SASO for persistent absence and holidays during term time. School to work closely with SASO to support improved attendance.</p>	<p>High attendance rates mean that there is greater chance of pupils reaching age related expectations. Poor attendance results in pupils missing key parts of the curriculum, creating gaps in learning and lower attainment.</p>	<p>4</p>



<p>Pupils are allocated a funded space of 1 extra-curricular club and 1 musical instrument (if applicable). All residential and school trips to be funded.</p>	<p>Pupils who attend extra-curricular activities develop greater social and collaborative skills. This then impacts positively on collaboration in class and social skills with peers. These groups boost confidence and self-esteem. Pupils may not have opportunity to have these experiences without additional funding</p>	<p>4, 5</p>
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Total budgeted cost: £ 133,390



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 2023 to 2024 academic year.

Externally provided programmes

Programme	Provider
Physical and motor planning	Blossom
SEMH and therapeutic	Jogo and EFT
Assessment and Interventions	PiXL
Multi Skills and Sports	Pacesetters
Peripatetic music lessons	NMPAT
Assessment and interventions	PiXL
National Tutoring Programme	Teaching Personnel

Review of Pupil Premium Grant 2022/23	
Detail	Amount
Pupil premium funding allocation this academic year	£128,111
Recovery premium funding allocation this academic year	£ 5,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 133,916
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Planned Support 2023/24	Impact of Support 2023/24																																																																				
To improve phonics outcomes at the end of EYFS and KS1	EYFS reading- 67% (2/3 children) of PP children reached the expected standard Year 1 Phonic Screen- 88% (7/8 children) of PP children reached the expected standard compared to non-PP at 88% (32/36 children)																																																																				
To improve combined ARE (RWM) KS2 to meet National expectations.	End of KS2 SATs data 2023: Reading at EXS+: 44% of PP (Compared to 72% non-PP) Writing at EXS+: 50% of PP (Compared to 77% non-PP) Maths at EXS+: 63% of PP (Compared to 76% non-PP) RWM Combined at EXS+: 38% of PP (Compared to 63% non-PP)																																																																				
To improve progress and attainment in Maths across the school. To close the attainment gap between girls and boys in Maths.	<p>End of academic Year 2024 data for Maths</p> <table border="1"> <thead> <tr> <th rowspan="2">Year group</th> <th colspan="2">Autumn 2023</th> <th colspan="2">Spring 2024</th> <th colspan="2">Summer 2024</th> <th rowspan="2">Closing the gap</th> </tr> <tr> <th>PP</th> <th>Non - PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> <td>0%</td> <td>40%</td> <td>31%</td> <td>50%</td> <td>78%</td> <td></td> </tr> <tr> <td>2</td> <td>8%</td> <td>29%</td> <td>16%</td> <td>60%</td> <td>56%</td> <td>77%</td> <td></td> </tr> <tr> <td>3</td> <td>20%</td> <td>20%</td> <td>71%</td> <td>57%</td> <td>59%</td> <td>71%</td> <td></td> </tr> <tr> <td>4</td> <td>22%</td> <td>29%</td> <td>30%</td> <td>50%</td> <td>33%</td> <td>77%</td> <td></td> </tr> <tr> <td>5</td> <td>16%</td> <td>36%</td> <td>50%</td> <td>64%</td> <td>73%</td> <td>71%</td> <td></td> </tr> <tr> <td>6</td> <td>27%</td> <td>48%</td> <td>62%</td> <td>72%</td> <td>63%</td> <td>76%</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">End of KS2 Year 6 PP data -Maths</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>67%</td> </tr> <tr> <td>Girls</td> <td>57%</td> </tr> </tbody> </table>	Year group	Autumn 2023		Spring 2024		Summer 2024		Closing the gap	PP	Non - PP	PP	Non PP	PP	Non PP	1	0%	0%	40%	31%	50%	78%		2	8%	29%	16%	60%	56%	77%		3	20%	20%	71%	57%	59%	71%		4	22%	29%	30%	50%	33%	77%		5	16%	36%	50%	64%	73%	71%		6	27%	48%	62%	72%	63%	76%		End of KS2 Year 6 PP data -Maths		Boys	67%	Girls	57%
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	Year group	PP	Non - PP	PP	<u>Non PP</u>	PP	<u>Non PP</u>	<u>Closing the gap</u>
	1	0%	11%	60%	50%	50%	80%	
	2	8%	14%	23%	49%	51%	73%	
	3	40%	38%	63%	66%	77%	68%	
	4	11%	50%	40%	73%	41%	80%	
	5	79%	75%	95%	87%	86%	92%	
6	40%	53%	57%	72%	44%	72%		
Writing								
	<u>Autumn 2023</u>		<u>Spring 2024</u>		<u>Summer 2024</u>			
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1	0%	0%	40%	17%	38%	78%		
2	0%	6%	15%	23%	38%	74%		
3	0%	15%	18%	33%	59%	61%		
4	0%	18%	30%	28%	33%	65%		
5	0%	14%	30%	36%	57%	77%		
6	7%	30%	6%	50%	50%	77%		
To close the attainment gap between boys and girls in Writing.	End of KS2 Year 6 PP data							
	End of KS2 Year 6 PP data -Writing							
	Boys	44%						
	Girls	57%						
Improved emotional well-being, shown in greater levels of confidence and self-esteem.	Improved emotional health for most vulnerable pupils through EFT Therapy. Improved social and emotional well-being for pupils and positive home school support.							



<p>Improved attendance for PP pupils. PP pupils to have an attendance of 95% or above</p>	<p>Attendance for PP children at the end of the 2023/24 academic year was 91.1% compared to non-PP pupils of 94.8% Attendance strategies adapted in Spring term to reduce the number of PA of PP pupils, which showed improved attendance and punctuality. Procedures adapted again in from September 2024 to track attendance of pupils once they fall below 95%, to reduce chances of falling below 90%</p>
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