



Pupil premium strategy statement- The Abbey Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Abbey Primary School
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	28.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Renuka Popat/ Caroline Farmer
Pupil premium lead	Caroline Farmer
Governor / Trustee lead	Duncan McAlpine



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,945
Recovery premium funding allocation this academic year	£ 12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 17,961
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	£ 150,521



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.

Challenges

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

Challenge number	Detail of challenge
1	PP pupils often have fewer wider experiences and this impacts their vocabulary and knowledge of the world. This impacts their understanding of concepts, which impacts reading and writing attainment.
2	Higher proportion of PP pupils also have an identified SEND (17%), compared to non-PP (10%), which impacts overall attainment for PP.
3	Higher portion of pupils who are eligible for PP, compared to non-PP, enter school with lower Baseline scores. This impacts attainment in subsequent years.
4	Attendance for PP children at the end of the 2020/21 academic year was 94% compared to non-PP pupils of 97.4% (Due to COVID-19 official attendance data was not required)
5	Emotional wellbeing- Higher portion of pupils who are eligible for PP, compared to non-PP, have difficulties with self esteem, confidence and emotional regulation.
6	23% of pupils who are eligible for PP are non-core pupils.



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
To improve phonics outcomes at the end of EYFS and KS1	To ensure that phonics outcomes for end of EYFS, Year 1 and 2 for all groups are at Age Related Expectations
To improve combined ARE (RWM) KS2 to meet National expectations.	To ensure that all pupils in every year group are closing the gap in all subjects moving towards National
To improve progress and attainment in Maths across the school. To close the attainment gap between girls and boys in Maths.	To ensure that EYFS, KS1 & KS2 Maths outcomes for all groups, are at least at Age Related Expectations. Pupil Premium girls in KS2 achieve as well as Pupil Premium boys.
To improve progress and attainment in Reading across the school.	To ensure that EYFS, KS1 & KS2 Reading outcomes for all groups, are at least at Age Related Expectations
To improve progress and attainment in Writing across the school. To close the attainment gap between boys and girls in Writing.	To ensure that EYFS, KS1 & KS2 Reading outcomes for all groups, are at least at Age Related Expectations. Pupil Premium boys in KS2 achieve as well as Pupil Premium girls in Writing.
Improved emotional well-being, shown in greater levels of confidence and self-esteem.	Pupils to be independent in using strategies to develop resilience and emotional regulation. Pupils seek help when needed and respond with appropriate actions to difficult circumstances.
Improved attendance for PP pupils. PP pupils to have an attendance of 95% or above	To close the gap between PP and Non-PP attendance



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: £ 77,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 teachers to receive CPD for phonics from lead professionals and InMAT</p> <p>Phonic interventions to be identified for pupils not on track</p> <p>Phonic assessments to be completed on 6 weekly cycles and interventions to be actioned from this</p>	<p>Research shows the importance of pupils gaining phonic skills at an early age and the impact of future attainment on early identification</p>	<p>1, 2, 3, 6</p>
<p>Maths and English Subject Leads to attend training and cascade down to all staff in designated staff meetings.</p> <p>PiXL tests are completed following DATA calendar 2021/22 in all KS1 & KS2 classes.</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>1, 2, 3, 6</p>



<p>To implement PiXL Assessments & Question Level Analysis throughout KS1 & KS2</p> <p>Increase the speed of reading in Upper KS2. Teachers to deliver PIXL speed therapies.</p> <p>Teachers complete a Question Level Analysis of PiXL tests to ensure pupils gaps in learning are identified & addressed.</p> <p>Teachers to identify key marginal groups and deliver reading and Maths therapies.</p> <p>Core group meetings to be held for each year group, identifying pupils progress and making adaptations based on impact.</p>	<p>Use of Question Level Analysis to clearly identify the gaps in learning of individual pupils, whole class and whole school</p>	
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<p>Introduction of 'The Write Stuff' strategies by Jane Considine</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: £ 48,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 intervention provided by specifically trained Speech and Language TA</p> <p>Small group intervention focused in EYFS following program recommended by SALT – 'Talking Progress'</p>	<p>Identified that a high proportion of pupils enter school with lower than expected oral skills. EEF Toolkit shows + 5months progress for EYFS intervention and +5months for oral intervention.</p>	<p>2</p>
<p>Small group intervention, led by a TA. TA specifically trained by Thrive 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, 6</p>

<p>School to commission need related agencies (such as educational psychology and Target Autism) to support identified pupils. Collaboration between agency, SENCO, parents and class teacher to deliver recommendations</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>1, 2, 3, 6</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>Use of Catch-up funding and National Tutoring Programme to provide 1:3 tuition for PP focusing on Reading, Maths and GPS</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>Use of DfE recommended programme to address the impact of COVID-19</p>	<p>1, 2, 3, 6</p>



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

Budgeted cost: £ 24,200

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>31% 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 90% 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 EIP for persistent absence and holidays during term time,</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: £ 150,521



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 2020 to 2021 academic year.

Externally provided programmes

Programme	Provider
Physical and motor planning	Thrive OT
Play Therapy	Jogo and KidsAid
Assessment and Interventions	PiXL
Multi Skills and Sports	Pacesetters

Review of Pupil Premium Grant 2020/21		Number of pupils
Number of pupils eligible for PPG		96
Amount of PPG received for each pupil	£1,345	91
Amount of PPG received for each service pupil	£ 310	3
Amount of PPG received for each LAC or adopted pupil	£ 2,345	2
Carry Forward due to COVID-19	£29, 589	
TOTAL PPG received	£150,534	

Planned Support 2020/21	Impact of Support 2020/21																								
To improve phonics outcomes at the end of EYFS and KS1	Due to COVID-19 official data is not available for end of academic Year 2021 Teacher assessed data shows: EYFS reading- 85% of PP children reached the expected standard, compared to non-PP at 77% Year 1 Phonic Screen- 78% (7/9 children) of PP children reached the expected standard compared to non-PP at 96% (26/27 children)																								
To improve combined ARE (RWM) KS2 to close the gap between 2019 outcomes and National.	Due to COVID-19 official data is not available for end of academic Year 2021 Data from June 2021 PiXL Assessment shows: Year 6 PP reaching expected standard in RWM combined was 42% (20% in 2019) compared to non-PP at 68% (54% in 2019)																								
To improve progress and attainment in Maths across the school	Due to COVID-19 official data is not available for end of academic Year 2021 Data from June 2021 PiXL Maths Assessment shows: <table border="1" data-bbox="689 810 1675 1161"> <thead> <tr> <th></th> <th>PP at expected</th> <th>Non-PP at Expected</th> </tr> </thead> <tbody> <tr> <td>EYFS (Teacher Assessed)</td> <td>69%</td> <td>67%</td> </tr> <tr> <td>Year 1 (Teacher Assessed)</td> <td>67%</td> <td>88%</td> </tr> <tr> <td>Year 2</td> <td>76%</td> <td>91%</td> </tr> <tr> <td>Year 3</td> <td>38%</td> <td>87%</td> </tr> <tr> <td>Year 4</td> <td>42%</td> <td>68%</td> </tr> <tr> <td>Year 5</td> <td>29%</td> <td>66%</td> </tr> <tr> <td>Year 6</td> <td>50%</td> <td>81%</td> </tr> </tbody> </table>		PP at expected	Non-PP at Expected	EYFS (Teacher Assessed)	69%	67%	Year 1 (Teacher Assessed)	67%	88%	Year 2	76%	91%	Year 3	38%	87%	Year 4	42%	68%	Year 5	29%	66%	Year 6	50%	81%
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EYFS (Teacher Assessed)-

	PP at expected	Non-PP at Expected
Reading	85%	77 %
Writing	69%	67%

Year 1 (Teacher Assessed)-

	PP at expected	Non-PP at Expected
Reading	67%	82%
Writing	44%	85%

Year 2-

	PP at expected	Non-PP at Expected
Reading	81%	80 %
Writing	56%	74%
GPS	69%	73%

Year 3-

	PP at expected	Non-PP at Expected
Reading	46%	74 %
Writing	8%	55%
GPS	31%	88%

Year 4-

	PP at expected	Non-PP at Expected
Reading	47%	63 %
Writing	63%	68%
GPS	58%	75%

Year 5-

	PP at expected	Non-PP at Expected
Reading	64%	66 %

	<table border="1"> <tr> <td>Writing</td> <td>21%</td> <td>73%</td> </tr> <tr> <td>GPS</td> <td>43%</td> <td>78%</td> </tr> </table> <p>Year 6-</p> <table border="1"> <tr> <td></td> <td>PP at expected</td> <td>Non-PP at Expected</td> </tr> <tr> <td>Reading</td> <td>75%</td> <td>81 %</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>74%</td> </tr> <tr> <td>GPS</td> <td>50%</td> <td>74%</td> </tr> </table>	Writing	21%	73%	GPS	43%	78%		PP at expected	Non-PP at Expected	Reading	75%	81 %	Writing	50%	74%	GPS	50%	74%
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To improve attainment for Pupil Premium boys in KS2 to be in line with Pupil Premium girls in all subjects	<p>Due to COVID-19 official data is not available for end of academic Year 2021 Year 6 PP data from June 2021 PiXL Assessments show:</p> <table border="1"> <tr> <td></td> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>Boys</td> <td>80%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Girls</td> <td>71%</td> <td>71%</td> <td>43%</td> </tr> </table>		Reading	Writing	Maths	Boys	80%	20%	60%	Girls	71%	71%	43%						
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Improved emotional well-being, shown in greater levels of confidence and self-esteem.	Improved emotional health for most vulnerable pupils through play therapist. Improved social and emotional well-being for pupils and positive home school support. Additional support provided for vulnerable families through COVID-19. Extra-Curricular clubs were affected by COVID-19.																		
Improved attendance for PP pupils. PP pupils to have an attendance of 95% or above	Official data is not available for end of academic Year 2021 due to the impact of COVID-19 self-isolation guidelines on attendance. However, end of year figures show PP attendance was 94% compared to non-PP at 97.4%.																		