

Pupil premium strategy statement

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	Abingdon Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	45%
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	December 2023
Statement authorised by	Adam Cooper (Headteacher)
Pupil premium lead	Debbie Harrison
Governor / Trustee lead	Alison Kerr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 307,305 (includes 8 post LAC, 4 LAC)
Recovery premium funding allocation this academic year	£ 31,030
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	£ 338,335

Part A: Pupil premium strategy plan

Statement of intent

Abingdon Primary School's main objective is to ensure that all disadvantaged children have an equity of entitlement to access the full curriculum and an outstanding education where all barriers are removed.

The pupil premium plan works to ensure that disadvantaged children are given a level playing field where barriers identified and funding is used to overcome them.

The key principals of this policy are:

- To ensure that all disadvantaged children at Abingdon Primary School should reach their full potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach the attainment levels of non-disadvantaged children
- To develop the life chances of all disadvantaged children
- To further develop the understanding of vulnerable children of the educational opportunities available to them
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences

Challenges

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

Challenge number	Detail of challenge
1	The level of attainment of disadvantaged children in core subjects at the end of Key Stage 2.
2	Limited range of vocabulary and oracy skills together have a negative impact on speech, language and communication.
3	Early reading and phonics.
4	Lack of life experiences.
5	Improving attendance and readiness to learn for the most disadvantaged pupils. Reduce the number of children arriving late.
6	Challenging family circumstances, high levels of deprivation and a diverse range of family needs.

7	Mental health issues which can result in lack of concentration and behavioural issues, especially with LAC children.
8	High proportion of mobility, especially with children who are new to England, and who have EAL.

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.

Area of challenge addressed	Intended outcome	Success criteria
1	Disadvantaged pupils will have the same level of attainment as non-Pupil Premium children at the end of Key Stage 2	<ul style="list-style-type: none"> overall attainment of disadvantaged pupils is in line with national figures the gap between Pupil Premium and non-Pupil Premium is narrowed or closed pupils make rapid and sustained progress attainment in writing will improve, resulting in the number of children attaining a combined result in reading, writing and maths
2	More opportunities for talk throughout the curriculum	<ul style="list-style-type: none"> Disadvantaged children in EYFS and Key Stage 1 are given enriched vocabulary opportunities through the ELKAN model Disadvantaged children in Key Stage 1 & Key Stage 2 are given opportunities to talk in line with Voice 21 strategies
3	Disadvantaged pupils will have the same level of attainment as non-Pupil Premium in the KS1 phonics screening checks	<ul style="list-style-type: none"> overall attainment of disadvantaged pupils is in line with national figures the gap between Pupil Premium and non-Pupil Premium is narrowed or closed <p>disadvantaged pupils who do not pass the Year 1 phonics check will make accelerated progress in Year 2, and pass the Y2 check</p>
4	Disadvantaged pupils will have a range of enriching first hand experiences to support their learning and language development	<ul style="list-style-type: none"> disadvantaged children are given memorable life experiences and this will be evident throughout their curriculum work financial disadvantage will not be a barrier to children accessing these wider experiences

5	The attendance and punctuality of Pupil Premium children increases	<ul style="list-style-type: none"> • gap in attendance between Pupil Premium children and non-Pupil Premium will narrow • gap in attendance between Pupil Premium children and non-Pupil Premium will be in line with national average
6	Support for families who are facing difficulties	<ul style="list-style-type: none"> • EWO and PSA engaging with families • strategies used by families to reduce the number of children identified as CP or Child in Need
7	Disadvantaged pupils having access to a range of support in school	<ul style="list-style-type: none"> • independent play therapist supporting the most vulnerable disadvantaged children • THRIVE trained SENCO supporting vulnerable disadvantaged children • behaviour lead monitoring and providing therapy sessions for disadvantaged children with ongoing behavioural issues
8	Children with EAL to be able to access the full curriculum	<ul style="list-style-type: none"> • Children with EAL will make accelerated progress to close the gap in attainment • EAL hub will ensure children have basic English so that they can return to usual class and access learning.

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: £188,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all teachers to ensure high quality provision for the teaching of writing across school.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. (EEF 2021)</p> <p>A report released by the EEF in June 2019, identifies professional development, training and support of teachers as a top priority to ensure the recruitment and retention of quality teachers</p>	<p>1</p>
<p>Continue CPD for all teachers on oracy linked to Voice 21</p> <p>Lead teacher to deliver training to new teachers and teaching assistants across EYFS on ELKAN, and provide refresher to those who have already had the training.</p>	<p>Oral language interventions (EEF)</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	<p>2</p>
<p>Ensure all relevant staff (including new staff) have received paid-for training (Sounds Write) to deliver the phonics scheme effectively (keep up not catch up model), and provide small group intervention for the lowest 20% of readers.</p>	<p>EEF findings:</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p>	<p>3</p>

Decodable phonics books to be purchased to give all children access to a book at their appropriate level.		
All year groups to have a reduction in class size with three classes per year group and at least one teaching assistant supporting teaching and learning in each class. This facilitates more accurately differentiated learning and an increase of high-quality feedback to meet the needs of disadvantaged pupils.	The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. (EEF)	1

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke laminated exercise books to be designed and printed for writing and science	To promote high quality work that children will take pride in	1
HLTA and TA employed to deliver teaching & learning in an EAL hub for children new to the country with no, or very little English	The academic achievement of children with EAL varies widely by age, ethnic group, academic subject or domain and other factors such as recency of entry to the country. In particular there is considerable research evidence from England showing that a student's fluency in English is a key predictor of their achievement in national tests at age 11. (EEF)	8

Parent workshops in classes (KS1)	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1 & 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent play therapist and THRIVE trained SENDCO to provide support for children, and families who are facing difficulties and/or have social and emotional needs.	There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. (EEF)	6 & 7
Wellbeing and nurture support employed to support children and their families with a range of emotional needs.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	6 & 7
Proclaim CPD for all staff to support their understanding of attachment and trauma related behaviours.	Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. (EEF)	6 & 7
After school clubs to provide opportunities for children to take part in further fitness activities and those that promote good mental health such as music and singing.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (EEF) Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.(EEF)	7
Employment of PSA and EWO to engage with families.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents	5

	to avoid widening attainment gaps.(EEF)	
Curriculum enriched through local visits, visitors and virtual online tours/museums that are linked to the topic. Residential outdoor adventure trips Y5 & 6	<p>Evidence gathered by the EEF show that outdoor adventure learning allows children to gain four months.</p> <p>The EEF recognise the impact of non-academic strategies have on attainment: including improving attendance and behaviour.</p>	4

Total budgeted cost: £ 338,335

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, and phonics check results.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils, although they have not provided a breakdown of our disadvantaged pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results that were analysed by 'The School Data Company' to those for disadvantaged and non-disadvantaged pupils at a national level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments show that disadvantaged pupils' attainment in reading, writing and maths has improved significantly since 2019. Our disadvantaged pupils attained higher than national other in reading, maths and RWM combined, and were equal to national other in writing. We believe that this is due to the success of our high-quality online learning and provision during the national lockdowns, which resulted in these particular pupils being engaged 100% of the time so that they did not fall behind when they were in Year 5, and also through the high-quality teaching and resources we had in place for pupils through the pupil premium strategy. Although the number of pupils achieving the expected standard or higher increased in writing at the end of Key Stage 2, it remains one of our priorities in the SIP as it remains an area for development across school.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils at the end of Key Stage 2 has narrowed since 2019. Again, we believe that it was due to all children having access to a device and bespoke, high-quality online learning.

In contrast, the number of disadvantaged pupils achieving expected standard at the end of Key Stage 1 has declined and the gap has widened. We believe this is because these children had disruptions in their learning in their reception year and Year 1, and that unlike children in Key Stage 2, they were reliant on parental support with their online learning during the 2 national lockdowns. Many of our parents have very little English so they found it difficult to support their children, especially with phonics and early reading. This will be a focus for the next academic year, where parents will be invited into classes in EYFS and Key Stage 1, and shown how they can support their child's development of early reading. It is crucial that we narrow this gap quickly in order for the cohort to achieve by the end of Key Stage 2.

Lesson observations and learning walks found that children were able to articulate their learning well and that there were more opportunities for talk, although there are still areas for improvement.

Data shows that in 2022, more disadvantaged than non-disadvantaged children in our school achieved the expected standard the Year 1 phonics screening. When comparing against national for 2022, the percentage of disadvantaged children in our school achieving expected standard compared to national disadvantaged was higher. We believe that we have achieved this through our rigorous approach to the teaching of phonics through the Sounds~Write programme, along with high-quality intervention, and the fact that children in Year 1 had a full year without any disruptions due to COVID lockdowns.

Absence among disadvantaged pupils was only 0.9% higher than their peers in 2021/22 but persistent absence was 15% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils remains a focus of our current plan.

We continue to have a high number of families who need support and this remains a focus on our current plan.

Our observations and assessments show that pupil behaviour is generally good however there are still many children who display attachment and trauma disorders so we intend to continue and improve our understanding and how to support these pupils.

Our new to English learning hub has proven successful in equipping children with some basic English language so that they can return to class and access learning. Our numbers of children joining school with very little, or no English language remains high, so the hub will continue using funding from our current plan.

These results mean that we are on course to achieve some of the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Programme	Provider
Sounds~Write (phonics)	Sounds~Write
White Rose Maths	White Rose Maths

Service pupil premium funding (optional)

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

Further information (optional)

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