

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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	483
Proportion (%) of pupil premium eligible pupils	46.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£ 345,085
Recovery premium funding allocation this academic year	£ 30,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 375,390

# 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"> <li>overall attainment of disadvantaged pupils is in line with national figures</li> <li>the gap between Pupil Premium and non-Pupil Premium is narrowed or closed</li> <li>pupils make rapid and sustained progress</li> <li>attainment in reading and writing will improve, resulting in the number of children attaining a combined result in reading, writing and maths</li> </ul>
2	More opportunities for talk throughout the curriculum	<ul style="list-style-type: none"> <li>Disadvantaged children in EYFS and Key Stage 1 are given enriched vocabulary opportunities through the ELKAN model</li> <li>Disadvantaged children in Key Stage 1 &amp; Key Stage 2 are given opportunities to talk in line with Voice 21 strategies</li> </ul>
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"> <li>overall attainment of disadvantaged pupils is in line with national figures</li> <li>the gap between Pupil Premium and non-Pupil Premium is narrowed or closed</li> </ul> <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"> <li>disadvantaged children are given memorable life experiences and this will be evident throughout their curriculum work</li> <li>financial disadvantage will not be a barrier to children accessing these wider experiences</li> </ul>

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

## 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: £200,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all teachers to ensure high quality provision for the teaching of reading 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>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</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</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>

intervention for the lowest 20% of readers.		
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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Decodable phonics books to be purchased to give all children access to a book at their appropriate level in KS1 and as intervention books in KS2	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. (EEF 2021)	1,3
High quality texts to be purchased so that each classroom has a library containing a diverse range of engaging texts that are appropriate at different levels of text difficulty		1

Bespoke laminated exercise books to be designed and printed for writing	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
PiXL school improvement programme used as whole class, group and 1:1 intervention	One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.	1 & 3

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

Budgeted cost: £115,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
THRIVE trained SENDCO and EYFS leader to provide support for children, and families who are facing difficulties and/or have social and emotional needs. THRIVE training for assistant head teacher who will also deliver support programmes.	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
After school clubs to provide opportunities for children to take part in activities 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 attendance clerk 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 to avoid widening attainment gaps.(EEF)	5
Curriculum enriched through local visits, visitors and virtual online tours/museums that are linked to the topic. Residential outdoor adventure trips Y5 & 6	Evidence gathered by the EEF show that outdoor adventure learning allows children to gain four months.  The EEF recognise the impact of non-academic strategies have on attainment: including improving attendance and behaviour.	4

**Total budgeted cost: £ 375,390**



## 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, and phonics check results.

Although DfE have published performance data for 2022/23 they have advised it is to be used with caution given the ongoing impacts of the COVID-19 pandemic, which affected individual schools and pupils differently.

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).

#### Intended Outcomes

Disadvantaged pupils will have the same level of attainment as non-Pupil Premium children at the end of Key Stage 2

Pupils achieving expected standard or above				
2022- 2023	Disadvantaged		NKTBD	All pupils
	APS	National	National	National
Reading	66%	60%	78%	73%
Writing	79%	58%	77%	71%
Maths	84%	59%	79%	73%
Combined	58%	44%	66%	59%

#### Key Stage 2 Progress 2022 -2023

2022- 2023	Disadvantaged		NKTBD
	APS	National	National
Reading	2.29	-0.85	0.43
Writing	4.05	-0.69	0.36
Maths	4.52	-1.04	0.51

At the end of KS2, disadvantaged children outperformed national in writing and maths, and are only 1% less in the combined measure. When comparing against national not known to be disadvantaged, Abingdon's disadvantaged pupils again outperform in writing and maths.

Our whole school improvement target for 2022 – 23 was writing, and the results at the end of key stage two show that using part of the Pupil Premium funding for CPD was successful in raising attainment and had a significant impact on progress.

Although progress in reading for disadvantaged pupils was 2.29, there is a gap in attainment. Reading remains an area for development across school and is a school improvement target for 2023 – 2024.

More opportunities for talk throughout the curriculum

Lesson observations and learning walks found that children were able to articulate their learning well and that there were more opportunities for talk although this still needs embedding across the curriculum.

Disadvantaged pupils will have the same level of attainment as non-Pupil Premium in the KS1 phonics screening checks

2022 - % expected standard

School Dis	71%
National Other	82%
National All	76%
National Dis	64%

2023 - % expected standard

School Dis	44%
National Other	85%
National All	79%
National Dis	67%

Although the number of children achieving the expected standard in the Year 1 phonics check dropped from 2022 – 23, the progress from their starting points was good. The number of children achieving a low score decreased in 2023. In 2022, 11% of pupils scored 0-7 marks compared with 10% in 2023, and those scoring 8 – 15 marks improved from 5% in 2022 to 13% in 2023.

The gap has widened between the attainment of disadvantaged pupils achieving the expected standard (45%) compared to non-disadvantaged (77%) so this will remain a high priority to close.

These children were of preschool age during the national lockdowns and their interactions were limited – this along with a high proportion (76%) of children having EAL, with a wide range of first languages being spoken at home, caused a huge barrier to learning first sounds in English.

Number of pupils = 72 [View as chart](#)

	Not recorded	0-7 marks	8-15 marks	16-23 marks	24-31 marks	32-40 marks
School		7%	10%	13%	6%	1%
						64%

**Phonics data 2023**

	<p>'Leaders have prioritised the teaching of phonics and early reading. This is helping pupils to access the full school curriculum. Staff use assessment effectively to identify gaps in pupils' phonic knowledge. Pupils receive support to catch up. They are enthusiastic about the books they read. Pupils read books that match the letters and sounds they know. They read often from the wide selection of good-quality texts. Staff help pupils to develop fluency and confidence in their reading.' (OFSTED report, May 2023)</p>
Disadvantaged pupils will have a range of enriching first hand experiences to support their learning and language development	<p>Pupils across all year groups experienced visits to a range of places, including Years 5 &amp; 6 attending residentials. Some year groups used their allocated funding for external visitors in school to enrich learning. Work in children's books, displays around school and pupil voice reflects this, and shows they were highly stimulated and enthused by the range of visits and visitors.</p> <p>'The curriculum to develop pupils' personal development is exceptional. Pupils enjoy 'culture days' where some parents and carers prepare and share food. They join in the celebrations of different faiths and cultures represented in school.' (OFSTED, May 2023)</p>
The attendance and punctuality of Pupil Premium children increases	<p>In the academic year 2022 – 23, the gap between children who are Pupil Premium and those who are not has closed. Pupil Premium children's attendance was 93.3% compared to 93.8% non-Pupil Premium which is almost equal. The number of persistent absentees amongst Pupil Premium children was lower with 20.1% compared to 22.2% non-Pupil Premium.</p>
Support for families who are facing difficulties	<p>'The 'team around the child' provides exceptional pastoral support for families. They help pupils to understand how to keep physically and mentally healthy.'(OFSTED, May 2023)</p> <p>95% of our families live in TS1 which is in the top 1% of most deprived areas in the country. Due to a range of factors, we continue to have a high number of families who need support. This will remain a focus on our current plan.</p>
Disadvantaged pupils having access to a	<p>An independent play therapist supported disadvantaged children with various needs. In addition to this THRIVE</p>

<p>range of support in school</p>	<p>trained specialists supported further individuals and groups that were identified.</p> <p>Behaviour in school is generally good although there is a high proportion of children with social and/or emotional issues - this will remain a high priority so that we can continue to support these children.</p> <p>Proclaim training has enabled teachers to identify and support children with attachment and trauma disorders. Our behaviour policy has been updated and aligned with a trauma informed approach so that different children's needs are met.</p>
<p>Children with EAL to be able to access the full curriculum</p>	<p>Our new to English learning hub continues to be successful in equipping children with some basic English language and Maths skills that they would need in order to access to curriculum in class.</p> <p>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. The mobility in school was around 26%.</p> <p>'Everyone is welcome at Abingdon Primary School where there is a strong sense of community. Pupils in the 'international arrivals hub' who speak English as an additional language are well supported by staff to quickly settle into school. This helps to prepare pupils who are new to the country for learning alongside their peers. Pupils say that staff listen to any worries that they may have. This helps them to feel safe.' (OFSTED report, May 2023)</p>

These results mean that we are on course to achieve most 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

<b>Programme</b>	<b>Provider</b>
Sounds~Write (phonics)	Sounds~Write
White Rose Maths	White Rose Maths
Thrive	
PiXL	PiXL

## Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
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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