

# 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	487
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£ 345,460 (estimate)
Recovery premium funding allocation this academic year	£
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	£ 345,460

# 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	To sustain the level of attainment of disadvantaged children in core subjects at the end of Key Stage 2.
2	Limited exposure to written and spoken English which has detrimental effect on children's vocabulary and ability to access the curriculum.
3	Early reading and phonics.
4	Lack of life experiences which has a negative impact on children's prior knowledge to support them accessing new learning.
5	Sustaining 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 and emotional health issues which can result in lack of concentration and behavioural issues, especially for those children who have experienced trauma.
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 at least 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 at least in line with national figures</li> <li>the gap between Pupil Premium and non-Pupil Premium continues to be closed</li> <li>pupils make rapid and sustained progress through KS1 &amp; KS2</li> <li>attainment in reading and writing and maths will be sustained, resulting in the number of children attaining a combined result in reading, writing and maths</li> </ul>
2	The sequence of learning for all children is broken down into small steps and children are knowing and remembering more over time.	<ul style="list-style-type: none"> <li>children are able to articulate what they know and what they have remembered</li> <li>children will be able to draw upon prior knowledge as hooks to learning</li> </ul>
3	Disadvantaged pupils will have at least 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 at least in line with national figures</li> <li>the gap between Pupil Premium and non-Pupil Premium stays closed</li> <li>disadvantaged pupils who do not pass the Year 1 phonics check will make accelerated progress in Year 2, and pass the Y2 check</li> </ul>
4	Disadvantaged pupils will have a range of enriching first hand	<ul style="list-style-type: none"> <li>disadvantaged children are given memorable life experiences and this</li> </ul>

	experiences to support their learning and language development	<p>will be evident throughout their curriculum work</p> <ul style="list-style-type: none"> <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 and persistent absence between Pupil Premium children and non-Pupil Premium will remain narrowed</li> <li>gap in attendance and persistent absence between Pupil Premium children and non-Pupil Premium will be at least 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> <li>all children wearing Abingdon uniform and have a book bag</li> <li>families who need extra food during holidays will be supported</li> <li>all children are treated equally (poverty proofing)</li> </ul>
7	Disadvantaged pupils having access to a range of support in school	<ul style="list-style-type: none"> <li>THRIVE trained SENCO supporting vulnerable disadvantaged children</li> <li>Wellbeing and nurture lead monitoring and providing therapy sessions for disadvantaged children with ongoing behavioural issues</li> <li>the specific needs of disadvantaged children with SEND are met</li> </ul>
8	Children with EAL or disadvantaged with SEND 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>Children with SEND are able to access the full curriculum</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: £130,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers to ensure high quality provision for the teaching of reading, and the wider curriculum across school, and how to effectively use assessment.	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) 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 Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)	1,2,8
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.	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. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF)	3
All year groups to have a reduction in class size with three classes per year group and at least	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)	1,2,8

two teaching assistants supporting teaching and learning in each year group. This facilitates more accurately differentiated learning and an increase of high-quality feedback to meet the needs of disadvantaged pupils.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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
<p>Inclusion training for all staff so that EAL learners are provided with excellent teaching and provision so that they can access the curriculum.</p> <p>Resources purchased to support pupils with EAL and SEND.</p>	<p>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)</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. (EEF 2020)</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. (EEF 2020)</p>	8

Phonics Tracker for assessment to identify children who need extra support.	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. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF)	3
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE trained SENDCO to provide support for children who are facing difficulties and/or have social and emotional needs.	<p>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)</p> <p>When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.(EEF)</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). (EEF)</p>	6 & 7
Assistant head teacher to lead on pastoral care to support strategic overview of children's wellbeing and safeguarding.		
Wellbeing and nurture support employed and to participate in the NPQLBC in order to fully support children and their families with a range of emotional needs.		
Part-fund Educational Psychologist to identify and provide strategies for children with the highest emotional and trauma needs.		

After school clubs to provide opportunities for children to take part in activities that promote good mental health.	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)	6,7
Purchase of toys and equipment, and staff overtime to provide a free breakfast club for children to have food, socialise and read.		
	One in three UK children are currently living in poverty. Whilst the report acknowledges that schools alone cannot tackle poverty, they “can implement policies that tackle the stigma of poverty and ensure that the school day is more equitable”. <a href="https://www.ncl.ac.uk/press/articles/latest/2024/03/povertyproofingschools/">https://www.ncl.ac.uk/press/articles/latest/2024/03/povertyproofingschools/</a>	
Purchase uniform for the most deprived children.	One in three UK children are currently living in poverty. Whilst the report acknowledges that schools alone cannot tackle poverty, they “can implement policies that tackle the stigma of poverty and ensure that the school day is more equitable”.  Researchers from Newcastle University have identified a link between reducing the stigma of poverty in schools and the reading and maths attainment of pupils. <a href="https://www.ncl.ac.uk/press/articles/latest/2024/03/povertyproofingschools/">https://www.ncl.ac.uk/press/articles/latest/2024/03/povertyproofingschools/</a>	6
Provide food hampers to the most deprived families during school holiday periods.		
Provide book bags to each child when they start school.		
Provide each child with a water bottle.		
Employment of specialist music teacher for music lessons and to lead a school choir.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (EEF)	1,4
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
Rewards for children with 100% attendance		
Curriculum enriched through local visits, visitors and virtual online tours/museums	Evidence gathered by the EEF show that outdoor adventure learning allows children to gain four months.	4



that are linked to the topic. Residential outdoor adventure trips Y5 & 6	The EEF recognise the impact of non-academic strategies have on attainment: including improving attendance and behaviour.	
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**Total budgeted cost: £ 345,460**

# 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.

We have analysed the performance of our school’s disadvantaged pupils during the 2023/34 academic year using key stage 2 performance data and phonics check results.

Intended Outcomes

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

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	25	1065	459173
Percentage of pupils meeting the expected standard in reading, writing and maths	80%	72%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	8%	9%	10%
Average score in reading	104	106	106
Average score in maths	107	106	106

gov.uk

Compare school and college performance in England (Dec 2024)

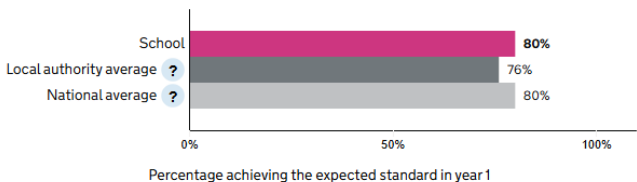
The DfE Analysing School Performance has no published data for disadvantaged at this time. For the purpose of this evaluation, data from gov.uk has been used. The percentage of disadvantaged pupils making the expected standard in reading, writing and maths (combined) at end of KS2 in 2024 was 80%. This is 8% higher than the LA non-disadvantaged, and 13% higher than England non-disadvantaged. In terms of attainment, we have closed the gap and our pupils are performing higher than national. There are no progress measures for this academic year.

When looking at the end of Year 5 data for our school, the PP children are outperforming the non-PP in reading, writing and maths.

READING	EXS and GDS	PP	Non PP
	Number of children	26	25
	% of children	74.29%	64.10%
WRITING	EXS and GDS	PP	Non PP
	Number of children	15	16
	% of children	42.86%	41.03%
MATHS	EXS and GDS	PP	Non PP
	Number of children	22	24
	% of children	62.86%	61.54%

Abingdon summer data 2024 – Y5

Abingdon summer data 2024 – Y5

<p>More opportunities for talk throughout the curriculum</p>	<p>Internal lesson observations and learning walks found that children were able to articulate their learning well and that there were more opportunities for talk across the curriculum which supported all children but SEND and EAL in particular as part of our inclusive, universal offer.</p> <p>Feedback from the trust identified that children were able to articulate their learning and it was evident that children were using talk within lessons observed to support their learning.</p>																																																								
<p>Disadvantaged pupils will have the same level of attainment as non-Pupil Premium in the KS1 phonics screening checks</p>	<p><b>Phonics year 1 screening check</b></p> <p>This is provisional data for 2023/24. <a href="#">Download PDF</a></p> <p><b>Percentage achieving the expected standard in phonics</b></p> <p>Number of pupils = 71</p>  <table><caption>Phonics year 1 attainment by pupil group</caption><tr><th rowspan="2">Breakdown</th><th rowspan="2">Cohort</th><th rowspan="2">Number absent / didn't take the check</th><th rowspan="2">Number not achieving the expected standard</th><th rowspan="2">Number achieving expected standard</th><th rowspan="2">School %</th><th rowspan="2">National %</th><th colspan="2">Average mark</th></tr><tr><th>School</th><th>National</th></tr><tr><td>All pupils</td><td>71</td><td>3</td><td>11</td><td>57</td><td>80</td><td>80</td><td>33</td><td>33</td></tr><tr><td>Male</td><td>34</td><td>2</td><td>7</td><td>25</td><td>74</td><td>77</td><td>32</td><td>33</td></tr><tr><td>Female</td><td>37</td><td>1</td><td>4</td><td>32</td><td>86</td><td>84</td><td>34</td><td>34</td></tr><tr><td>Disadvantaged</td><td>31</td><td>2</td><td>3</td><td>26</td><td>84</td><td>68</td><td>33</td><td>30</td></tr><tr><td>Other</td><td>40</td><td>1</td><td>8</td><td>31</td><td>78</td><td>84</td><td>33</td><td>34</td></tr></table> <p><b>Phonics data 2024 – Analysing School Performance</b></p> <p>The percentage of children achieving the expected standard in the Year 1 phonics check increased from the previous year to 80%, which means that the school is equal to the national average, and 4% above the LA average. When comparing Pupil Premium to national average, they outperform the national average (all) by 4%, and the national average of PP by 16%. When comparing PP with non-PP across Abingdon, they outperform non-PP by 6%.</p> <p><i>‘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)</i></p>	Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark		School	National	All pupils	71	3	11	57	80	80	33	33	Male	34	2	7	25	74	77	32	33	Female	37	1	4	32	86	84	34	34	Disadvantaged	31	2	3	26	84	68	33	30	Other	40	1	8	31	78	84	33	34
Breakdown	Cohort								Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark																																											
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Other	40	1	8	31	78	84	33	34																																																	

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 residential. 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	<div><h3>Attendance – Pupil Premium</h3><div><div><p>% Att. PP</p><div><div></div><div>94.35%</div><div>0.00%100.00%</div></div></div><div><p>% Att. Non PP</p><div><div></div><div>95.07%</div><div>0.00%100.00%</div></div></div></div><table><tr><td>Persistent Abs.</td><td>Male PA Rate</td><td>Female PA Rate</td><td>SEND PA Rate</td><td>PP PA Rate</td></tr><tr><td>15.01% <small>National: 17.70% (+2.69%)</small></td><td>14.81%</td><td>15.21%</td><td>19.05%</td><td>14.38%</td></tr></table><p>Attendance of Pupil Premium children improved from the previous academic year (93.3%) but non-Pupil Premium’s attendance is slightly higher this year.</p><p>The number of persistent absences has improved in the PP children compared to the previous academic year (20.1%) and again, when compared to non PP it is slightly higher.</p></div>	Persistent Abs.	Male PA Rate	Female PA Rate	SEND PA Rate	PP PA Rate	15.01% <small>National: 17.70% (+2.69%)</small>	14.81%	15.21%	19.05%	14.38%
Persistent Abs.	Male PA Rate	Female PA Rate	SEND PA Rate	PP PA Rate							
15.01% <small>National: 17.70% (+2.69%)</small>	14.81%	15.21%	19.05%	14.38%							
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 needed support. Some families needed support with uniform so we used some of the funding to buy this for them, This will remain a focus on our current plan.</p>										
Disadvantaged pupils having	Our Team Around the Child approach is working well. Staff are able to identify through discussion, CPOMS and pupil dialogue meetings, those children who										

access to a range of support in school	<p>need extra support. Our Wellbeing and Nurture lead works with children who need individual support.</p> <p>All staff received THRIVE training and are using the THRIVE approach which is reflected in our behaviour policy.</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>
Children with EAL to be able to access the full curriculum	<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>‘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 have achieved most of the outcomes that we set out to achieve by 2024 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
THRIVE	
PiXL	PiXL

## 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)**