

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	295 (including nursery)
Proportion (%) of pupil premium eligible pupils	21.3% (63 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 - 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs R Whiting, Principal
Pupil premium lead	Mrs R Whiting
Governor / Trustee lead	Mrs G Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,546
Recovery premium funding allocation this academic year	£7,395
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	£84,941

Part A: Pupil premium strategy plan

Statement of intent

At Abbeywood, our vision is to develop confident and creative young people who thrive in a changing world. We ensure this is the case by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil's circumstances affecting their academic progress and therefore life chances. Our priority is to implement our vision through highly effective classroom teaching supplemented by interventions to support vulnerable learners.

In planning our Pupil Premium Strategy, we have drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day. High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap but our school plan also details a range of out of lesson interventions to support pupils further.

The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on school, phase and context. All leaders at Abbeywood, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.

The Trust uses the EEF tiered approach:

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

Alongside these tiers, Abbeywood has 5 agreed approaches to classroom organisation (these include each teacher knowing all their Pupil Premium pupils and ensuring thoughtful seating arrangements are in place to support those pupils). In addition to this, the school uses Thrive to support social and emotional health profiling so schools can disrupt emerging patterns which cause concern. All data is always broken down to include sub-groups of Pupil Premium (including when monitoring online remote learning and device access during the global pandemic).

We are driven by a moral imperative to improve outcomes and experiences for learners from disadvantaged backgrounds and understand the tiered approach and agreed focus areas within each tier. As a school, we are committed to improving our expertise as leaders and teachers working with the disadvantaged and most vulnerable learners and are working closely with the EEF, the guidance documents and the Big Picture teaching and Learning Toolkit.

Challenges

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

Challenge number	Detail of challenge
1 – Phonics	Internal and external (where available) assessments, monitoring observations and pupil voice conversations indicate that disadvantaged pupils, especially boys, have greater difficulties with phonics than their peers. In Summer 2022, where the overall Year 1 pass rate for the PSC was 73%, amongst disadvantaged boys it was 33%.
2 – Reading	Internal and external (where available) assessments, observations and pupil voice conversations suggest that the reading fluency and comprehension are underdeveloped amongst disadvantaged pupils. Reading ages for these pupils are often below that of their chronological age. Support from the earliest point in developing vocabulary and communication skills is now supported through participation in an EEF efficacy trial of the Hanen LLLI (Learning Language and Loving It) programme which is provided to state-maintained and private, voluntary or independent (PVI) nurseries between Sept 2022–23.
3 – Maths	Standardised assessment processes have identified a weakness in mathematics outcomes in comparison to reading across all year groups. The gaps between whole group and disadvantaged outcomes are dependent upon specific cohorts and therefore vary by year group.
4 – Social, emotional and mental health	Observations within school indicate that the education and wellbeing of many of our disadvantaged pupils have been significantly impacted by the experiences of the past 18 months, and to a greater extent for our vulnerable pupils than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5 – Attendance	Attendance and readiness to learn for the most disadvantaged pupils is low, with a significant proportion (85%) of pupils entering the Early Years provision below or well below expectations. This is compounded by poor mental health in both the pupil and parental population, exacerbating negative experiences of school.

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
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<p>Improved outcomes for disadvantaged children at KS1 in Reading</p>	<p>The attainment gap between disadvantaged and other pupils decreases by Summer 2023, with non-SEN pupils achieving national expectations.</p> <table border="1" data-bbox="491 302 1013 515"> <thead> <tr> <th>PP 2022-23 targets</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>% target</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> <td>ARE</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>GD</td> </tr> <tr> <td>Year 2</td> <td>60</td> <td>60</td> <td>60</td> <td>ARE</td> </tr> <tr> <td></td> <td>11</td> <td>11</td> <td>11</td> <td>GD</td> </tr> </tbody> </table> <p>For the cohort of the academic year (2022-23), target grades are as follows: ARE 60% GD 11%</p>	PP 2022-23 targets	Reading	Writing	Maths	% target	Year 1	TBC	TBC	TBC	ARE					GD	Year 2	60	60	60	ARE		11	11	11	GD
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<p>Improved outcomes for disadvantaged children at KS1 Mathematics</p>	<p>The attainment gap between disadvantaged and other pupils decreases by Summer 2023, with non-SEN pupils achieving national expectations.</p> <p>For the cohort of the academic year (2022-23), target grades are as follows: ARE 60% GD 11%</p>																									
<p>Improved outcomes for disadvantaged children at school 'exit point' (end of Y4 outcomes)</p>	<p>The attainment gap between disadvantaged and other pupils decreases by Summer 2023, with non-SEN pupils achieving national expectations.</p> <p>For the cohort of the academic year (2022-23), target grades are as follows:</p> <table border="1" data-bbox="497 1489 1021 1646"> <thead> <tr> <th>PP 2022-23 targets</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>% target</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>73</td> <td>64</td> <td>85</td> <td>ARE</td> </tr> <tr> <td></td> <td>25</td> <td>25</td> <td>30</td> <td>GD</td> </tr> </tbody> </table>	PP 2022-23 targets	Reading	Writing	Maths	% target	Year 4	73	64	85	ARE		25	25	30	GD										
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<p>To improve the performance of disadvantaged pupils in the PSC at the end of Y1</p>	<p>Reduce the gap in performance between whole school and disadvantaged pupils by Summer 2024, with a focus on improving boys' outcomes (gap 40% in June 2022)</p>																									

<p>To improve and sustain pupils' social, emotional and mental health, with a particular focus on disadvantaged pupils</p>	<p>Significant increase in clubs' participation amongst disadvantaged pupils, with 100% included in targeted provision School aims to have no gap in the participation levels between disadvantaged pupils and the wider cohort by Summer 2023 Class Thrive assessments demonstrate an overall improvement in pupil wellbeing and positive progress from starting points for all disadvantaged pupils The number of pupils requiring 1:1 Thrive interventions is reduced over the course of the strategy plan Pupil voice about wellbeing in school is positive and pupils can articulate how they are supported and by whom</p>
<p>To achieve improved attendance for all pupils in school, with a particular focus on disadvantaged pupils</p>	<p>Achieve a consistently high attendance rate across the school of 97% for all years between 2021-23 (92.64% in 2021-22) Close attendance gap between whole school and disadvantaged pupils to less than 1.5% (3.8% 21-22) Below 10% of disadvantaged pupils designated as Persistent Absentees (40% 21-22)</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: £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustained and directed CPD on curriculum sequencing and individualised learning, supported by high quality resources and a focus on oracy and vocabulary development</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Experiences of activities, visits to places and encounters with people or background context provide stimulus for and models of how knowledge is gained and used for purpose. The design and</p>	<p>1, 2, 3, 4, 5,</p>

	<p>planning of our curriculum makes explicit the weaving in of authentic experiences which give pupils the opportunities to see where knowledge and learning could take them.</p> <p>Low attainment in Key Stages 1 and 2 is a strong risk factor for disadvantaged pupils' later attainment. Early identification and intervention are therefore vital to help disadvantaged pupils achieve. Teachers need to identify low performance on entry and regularly review individual pupils' performance so they can respond quickly to provide effective support.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	
Embedding Jolly Phonics as a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, in addition to the purchase of supporting materials and resources	<p>Phonics approaches have a compelling evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2,
Development of a paired reading programme in school between peers and at home, supported by appropriate reading books for all children	<p>Schools have been running such schemes for many years and the benefits are widely acknowledged. In September 2011, the University of Durham published the results of the largest ever trial of peer tutoring in reading with primary school aged children. The impact of the scheme was convincing "the boost to school pupils' attainment provided by peer tutoring was equivalent to about three months progress in both maths and reading." Given the correlation observed in school between disadvantaged pupils and lower engagement with reading at home, this provides an alternative opportunity to read</p> <p>http://www.renlearn.co.uk/wp-content/uploads/2016/07/Paired-Reading-Schemes-a-teacher-toolkit.pdf</p>	2, 4, 5
Enhancement of our maths teaching and	The DfE non-statutory guidance has been produced in conjunction with the National Centre for	3

<p>curriculum planning in line with DfE and EEF guidance, using CRST calculations policy</p> <p>Purchase and consistent use of White Rose for resources and programme of study, including CPD</p>	<p>Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</p>	
<p>Purchase and administration of standardised diagnostic assessments – PiXL and NGRT</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>With the information diagnostic assessments provide, teachers may decide to adjust the level of challenge of activities; reteach specific concepts or topics; adjust curriculum content in the medium or long term; provide pupils with feedback through which they can address their own areas for improvement and decide which pupils may need additional, targeted academic support. With a focus on the specific needs of disadvantaged pupils, academic interventions are more accurately allocated to those with greatest need.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</p>	<p>1, 2, 3, 4, 5,</p>

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions, and so deployment of staff</p>	<p>1, 2</p>

	and targeted children is agreed at extended SLT level: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Staff training and implementation of PiXL therapies and speech and language interventions to close identified gaps in knowledge for disadvantaged pupils	In schools visited by McLeod et al (2015), all had data systems in place, but more successful schools were using data more comprehensively to monitor pupils' progress. They were looking to identify areas of need at every opportunity. Pupils' support needs could be identified at any point throughout the year and interventions could be planned and started almost immediately. This rapid response was made possible by having staff who could not only identify issues as they arose but were also able to deliver an appropriate intervention. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	2, 3, 4, 5
Mathematics interventions (1 st Class @ Number etc) targeted at disadvantaged pupils who require further maths support	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of three to four additional months' progress (effect size 0.2–0.3) - evidence base for delivered intervention is positive, supported by year-on-year exit data within school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3

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

Budgeted cost: £18, 941

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole class Thrive teaching and 1:1 interventions</p> <p>CPD for staff on the early interventions of whole class Thrive</p>	<p>The impact the Thrive approach has on children has been evidenced in a number of studies: Thrive helps develop resilience in young people (Hart and Heaver 2015); Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015).</p> <p>More generally, evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4, 5</p>
<p>Facilitating access to extra-curricular provision targeted prioritised for disadvantaged pupils</p>	<p>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (for example achievement, attendance at school). Analyses of quantitative data from the Understanding Society survey is also suggestive of a link between participation in extra-curricular activities and educational aspirations.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	<p>4, 5</p>
<p>Effective use of other agencies and outside support (EWO) to encourage and ensure improved attendance</p>	<p>Previous research (Macleod et al. 2015), as well as EEF research suggests that targeted and personalised attendance intervention, in addition to a clear and consistent attendance policy, are likely to be the most effective ways to improve attendance. This is in order to address the specific barriers pupils face, as well as to engage and work alongside parents to build positive associations with school for families rather than individuals.</p>	<p>4, 5</p>

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	
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Total budgeted cost: £84, 941

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.

The end of Key Stage 1 testing process in Summer 2022 showed a reduced gap between PP and non-PP pupils from their end of Year 1 points. Focus on delivering gap closing interventions resulted in gaps of 4%, 2% and 1% for reading, writing and maths respectively.

KS1 trend						
School KS1 trend	2019		2020*		2021	
	% ARE	% GD	% ARE	% GD	% ARE	% GD
ALL RWM combined	76%	19%			68% (30)	16% (7)
Reading	83%	34%			74% (32)	23% (10)
Reading PP	67%	19%			70% (7)	20% (2)
Writing	78%	20%			72% (31)	19% (8)
Writing PP	56%	12%			70% (7)	20% (2)
Maths	85%	25%			81% (35)	21% (9)
Maths PP	75%	19%			80% (8)	33% (3)

*Due to lockdown, there is no data

Our phonics programme was embedded and delivered without interruption for the first time, bringing consistency in delivery. The result of this was a Summer 2022 Year 1 pass rate of 77% and ongoing support for staff and CPD with new phonics programme saw the number of pupils leaving Reception at ARE rise to nearly 76%.

Whole class reading forms part of the school development plan as part of the curriculum in Year 2-4 and high-quality text purchases have been delivered into all classrooms. Pupil voice around reading for pleasure in the school has been positive and further investment in high-quality texts is planned to build on this, as well as whole class reading.

A more extensive programme of clubs and curriculum enrichment opportunities was begun in the summer term after outbreak management restrictions lifted. 89% of PP pupils accessed an extra-curricular club opportunity at school and the focus for the 2022-23 year is 100%, as well as building PP pupil voice opportunities into the development of the programme.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Planning, implementation, and evaluation

When planning our new pupil premium strategy, senior leaders at both Trust and school level have placed provision for disadvantaged pupils at the centre of school improvement planning. Therefore, changes and improvements made more generally to improve the quality of teaching and learning, monitoring and accountability, whilst not specifically the focus of this document, are also intended to improve outcomes for our most vulnerable learners.

Our curriculum vision is inclusive and coherently sequenced in order to establish a strong foundation for all our pupils. Knowledge acquisition is central to our vision and we provide rich and varied contexts and opportunities for pupils to acquire disciplinary knowledge and then develop and apply this broad knowledge. Our curriculum also provides pupils with opportunities to develop Reading and disciplinary literacy is a key driver of curriculum development.

Oracy is also an integral part of literacy; empowering pupils to articulate their knowledge, understanding and thinking. We place particular emphasis on the development of vocabulary for example in developing teacher CPD on exploratory talk and reasoning so pupils can apply the substantive vocabulary they are learning in different subjects so they can communicate fluently using expert vocabulary.

The training received as part of our school's engagement with Education Endowment Foundation research projects has increased staff awareness in the first term of 2022-23 academic year and further dissemination and development of this for other staff is planned.

Experiences of activities, visits to places and encounters with people or background context provide stimulus for and models of how knowledge is gained and used for purpose. The design and planning of our curriculum makes explicit the weaving in of authentic experiences which give pupils the opportunities to see where knowledge and learning could take them.

School based evidence was triangulated from multiple sources of data including formal assessments, engagement in book scrutiny, pupil conversations, and discussion with parents as well as anecdotal evidence from experienced staff. We have also worked alongside other CRST schools to compare the experiences and outcomes of disadvantaged pupils in schools similar to ours to learn from their approaches and share good practice.

Whilst the strategy statement refers to a three-year approach, the size of our school means that cohort specific target setting is more useful in terms of school improvement and matching resources to pupil need. The wider aims of reducing the gap in outcomes between disadvantaged pupils and their peers remains the central aim of the plan.