

## 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	The Abbey CE VA Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gary Freer Chair of Governors Lisa Felstead Interim Headteacher
Pupil premium lead	Claire Roach
Governor / Trustee lead	Katie Wright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15.840
<b>Recovery premium funding allocation this academic year</b>	<b>£</b>
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	£ N/A

# Part A: Pupil premium strategy plan

## Statement of intent

At Abbey CE VA Primary School we strive to ensure that all our children have opportunities to grow and flourish, develop their talents and skills in order to reach their full potential. We have high aspirations and ambitions for all our pupils as we prepare them for the challenges of life in the 21<sup>st</sup> Century.

Our disadvantaged children face specific barriers to reach their full potential, but we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> - Low attendance has a significant impact on children's attainment and progress.
2	<b>Gaps in Learning</b> - Due to COVID in particularly attendance, pupils have gaps in their learning, which is impacting them on making progress.
3	<b>Social and Emotional Needs</b> - The COVID lockdown restrictions have led to social and emotional challenges which affect mental health and well-being
4	<b>Lack of Enrichment</b> - Pupils may have limited experiences beyond their home life and immediate community to enrich their learning
5	<b>Family Support</b> - In some families, parents are unable to support their children and there is a lack of parental engagement in children's learning

## 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 the attendance of our vulnerable children so that it is at least in line with national expectations.	Attendance maintains at 96%+ Persistent Absence rate drops to those children with recognised conditions

To promote the social and emotional well - being of pupils so that they are ready to learn.	Improvements in overcoming barriers for specific children including increased participation interest and focus in class, increased social integration. Monitoring impact through Learning walks/book scrutiny/pupil/parent voice.
To narrow the attainment gap between disadvantaged and non- disadvantaged pupils.	End of year and KS data will show at least expected progress in all areas. PPM will evidence increased progress following interventions and support. Gaps will be closed in maths and writing for targeted pupils.
To continue to develop a wide range of rich extra curriculum experiences.	Attendance data for after school clubs will evidence vulnerable pupils. Pupil voice will evidence that opportunities for children outside school have taken place and enjoyment, interest and satisfaction
To continue to support vulnerable families.	Pupil voice and parent consultations will show that parents are providing a level of moral support, interest and guidance. Curriculum information meetings will be supportive and provide resources and strategies for parents. Home learning will be completed. Attendance will improve.

## 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: £ 5200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and high expectations for all PPG pupils through targeted support in class. TA support within class teaching.	Pupils will be supported by school staff within the context of the lesson rather than being withdrawn.	2 and 3
Staff training on supporting pupils in class	Evidence shows that the quality of TA talk can support the development of independent learning skills ( EEF)	2 and 3

Resources for delivery of interventions	Recommended resources used with proven results	1, 2, 3 and 4
Develop language rich classrooms. Encourage oral and written language opportunities.	Activities that emphasise the importance of spoken language and verbal interaction in the classroom can provide an impact of 6 months. Oral language interventions include +Targeted reading aloud and book discussion +Explicitly extending pupils' spoken vocabulary +The use of structured questioning to develop reading comprehension + Daily story time	2, 3 and 4

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support using targeted interventions.	TAs delivering targeted interventions in 1-1 or small group settings show a consistent impact on attainment of approx. 3-4 months progress. EEF	2 and 3
Targeted planned interventions for reading, writing and maths.	Specific aspects of learning addressed through one to one tuition, targeted interventions and in-class support leading to accelerated progress for pupil EEF	2 and 3

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

Budgeted cost: £ 4800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy into the Local Authority Attendance Officer service	Supported in attendance issues	1 and 5
Pupils experience a range of enrichment activities and cultural capital experiences including attending After School Clubs,	Children's self-esteem is improved and their enthusiasm for learning is increased. Attendance is good. Parental engagement is improved.	2, 3 4 and 5

<p>school trips, residential trips, orchestra, music tuition Support parents with funding of school uniform when required</p>	<p>There is an established link between home learning environment at all ages and school performance.</p>	
<p>Building positive relationships early with parents through face to face, informal contact with HT, SENCO and teaching staff.          Early parenting support offered from FSW.          Reception transition meetings.          Signpost parents to outside parenting workshops/deliver in house support. Support offered to parents from the cathedral. Food vouchers, deanery support</p>	<p>Regular workshops to support parents can help improve outcomes.           Positive communication helps families feel part of the learning process.           EEF Parents and children living in poverty have the same aspirations as those who are better off Gill Main, University of Leeds, 2018</p>	<p>2, 3 4 and 5</p>

**Total budgeted cost: £**

## 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.

#### **Raising Standards**

Last year there were two disadvantaged pupils in Year 6. One pupil achieved the expected standard in reading, writing and maths and one pupil was working towards the expected standards in reading, writing and maths.

The school has continued to provide access to rich learning opportunities and resources for our vulnerable pupils.

#### **Emotional Wellbeing Support for children and parents**

Places in school were offered to vulnerable children throughout COVID lockdown.

One to one reading sessions were organised and led by LSAs and teachers via Google Classroom.

Electronic devices were purchased and given to vulnerable pupils to access the home learning. Learning materials were provided by teachers and SLT.

Food parcels were offered to families and food vouchers organised.

The school continues to fund Breakfast Club places and school dinners for vulnerable pupils who are not designated as pupil premium children.

The safeguarding team routinely contacted vulnerable families.

### 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
N/A	

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*