



The Abbey CE VA Primary School Pupil Premium Strategy

Abbey School will review the Pupil Premium strategy annually.

Review date: July 2021
Next review: July 2022

Main barriers to educational achievement faced by eligible pupils

Abbey School has very small numbers of Pupil Premium children, also known as disadvantaged pupils, in each cohort, which has resulted in variations in the provision to diminish the difference and the attainment of these pupils year on year.

Amount of Pupil Premium funding received 2021-2022

There are 12 pupils eligible for Pupil Premium funding in our school, plus 1 child who is eligible for Pupil Premium Plus. The Pupil Premium funding for 2021/2022 is a total of £15,840 these children represent 6% of the school population.

Identified barriers to educational achievement:

- Social and emotional difficulties, including attachment difficulties
- Spring term 2021 lost schooling due to Covid-19 school closure
- Literacy, reading and writing attainment below age related expectation
- Low confidence in Maths
- Low self esteem
- Family breakdown
- Working memory
- Covid has resulted in higher mobility in pupils
- School closure has resulted in changes to children's wellbeing and behavior requiring more pastoral support and mentoring

How will the allocation be spent to overcome the barriers?

£14,500 has been allocated to the staffing budget. Additional Teaching Assistant hours have been budgeted to deliver one to one or small group interventions each week for identified children in English or Maths in Years R-6. Additional Teaching Assistant hours have been budgeted to provide full morning Teaching Assistant support in each class with some afternoons, greater number of afternoons in Key Stage 1 to deliver mentoring, wellbeing and pastoral support.

£1,840 was allocated to support Pupil Premium children with costs of extracurricular activities, music fees, clubs and Year 6 School Journey costs.

Rationale for expenditure

Abbey School is committed to closing the gap between the achievement of Pupil Premium children and their peers. We are focused on the catch up for children following Covid-19 and the lost learning.

The Pupil Premium funding planning has been made in line with our school development plan, which outlines our commitment to vulnerable learners. This intervention has, and continues to ensure that, children receiving grant funding under the Pupil Premium scheme will reach their full potential, making at least expected progress, and in many cases exceeding targets set.

Quality First Teaching remains our priority. Interventions delivered by Teaching Assistants consolidate or pre teach concepts without children missing the quality first teaching provided by the class teacher.

How we will measure the effect of the Pupil Premium?

Interventions are closely monitored by the Headteacher and SENCO to measure impact at the end of each term. Teacher, Mrs Roach, has been identified to be responsible for Pupil Premium and will track and review the impact, liaising with stakeholders. The assessment data will be recorded on AM7 and internal intervention tracking grids. The first assessment period will be end of autumn 2020.

Amount of Pupil Premium funding received 2020-2021

There were 10 pupils eligible for Pupil Premium funding, plus 1 child who was eligible for Pupil Premium Plus. The Pupil Premium funding for 2020/2021 was a total of £15,500, representing 5% of the school population.

Identified barriers to educational achievement:

- Social and emotional difficulties, including attachment difficulties
- Summer term 2020 lost schooling due to Covid-19 school closure
- Literacy, reading and writing attainment below age related expectation
- Low confidence in Maths
- Low self esteem
- Family breakdown
- Working memory

How was the allocation spent to overcome the barriers?

£14,500 was allocated to the staffing budget. An additional teacher was employed two days a week for the first half term to provide catch up for children. Year 6 pupils have been supported in English and Maths with an additional Teaching Assistant to work alongside the class teacher and Year 6 Teaching Assistant.

For children in other year groups, Reception-Year 5, one to one or small group interventions each week was delivered for identified children in English or Maths by a Teaching Assistant. Additional Teaching Assistant hours have been budgeted for to provide a fulltime Teaching Assistant in each class to deliver targeted catch up and interventions.

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