

Pupil premium strategy statement 2022-2023

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
School name	The Abbey CE VA Primary School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Gary Freer Chair of Governors Linda O'Melia Headteacher
Pupil premium lead	Claire Roach
Governor / Trustee lead	Katie Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850
Recovery premium funding allocation this academic year	£2,000
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	£N/A

Part A: Pupil premium strategy plan

Statement of intent

At Abbey CE VA Primary School, we believe that all our children are God's work of art, made in the image and likeness of God. We strive to ensure that our children have opportunities to grow and flourish, developing their talents and skills to reach their full potential. We have high aspirations and our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including pupils who start the school with low, medium or high prior attainment.

Through our rich curriculum, we ensure that children leave our school with a wealth of real-life experiences, which build on their sense of purpose, meaning, belonging and desire to make a contribution to society.

Outstanding, high-quality teaching is at the heart of the school's approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intentions that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our objectives are:

1. An ethos of high attainment and achievement for all pupils.
2. High quality teaching for all pupils. We recognise that quality first teaching in the classroom is the most effective way to raise standards.
3. A safe and stimulating environment for all our pupils.
4. A wide range of enrichment activities to develop cultural capital.
5. Support for pupils' social and emotional development.
6. A focus on securing good mental health for our pupils.
7. Robust systems to review and respond to children's attainment and achievement.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Low attendance and poor punctuality has a significant impact on children's attainment and progress.
2	Social and emotional Needs Mental health and well-being has a significant impact on children's ability to access learning.
3	Gaps in learning Due to low attendance and the impact of Covid pupils have gaps in their learning, which are impacting them on making progress.
4	Lack of enrichment and experience Pupils may have limited experiences beyond their home life and immediate community to enrich their learning.
5	Family Support In some families, parents struggle 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 data will evidence attendance figure of 96%+.
To promote the social and emotional well – being of pupils so that they are ready to learn.	Regular social and emotional groups taking place where children are participating with increased focus, interest and increased social integration in class. 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. As they move through the school, all children have sustained engagement across the curriculum in a range of enriching activities. Our PPG pupils will have all residential trip and enrichment activities paid for or subsidised.
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: £ 4550

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. Teaching Assistant support within class teaching.	Pupils will be supported by school staff within the context of the lesson rather than being withdrawn.	2 ,3 and 4
Staff training on supporting pupils in class. Staff training on reading and writing interventions	Evidence shows that the quality of TA talk can support the development of independent learning skills (EEF)	2 and 3
Steps Strategy Approach All staff to receive training	Behaviour interventions can improve attainment by reducing challenging behaviour. STEPS approaches develop a positive school ethos and support greater engagement in learning. Strategies include whole school approaches as well as more specialised programmes that support specific individual needs. An additional 4 months progress can be the outcome of such strategies.	2 and 3
Develop language rich classrooms. Encourage oral and written language opportunities.	Language without labels National Education Trust. 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: £ 4300

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
Small focussed writing upskilling sessions with an experienced teacher.	Individualised instruction has a positive effect on learners and lead to approximately three months' additional progress over the course of a year.	2 and 3
Targeted planned interventions for reading, writing and maths.	Specific aspects of learning addressed through 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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School wide focus on 5 areas of well-being Linked to Jigsaw programme. Whole school well being afternoon	Research says that a planned series of lessons should be used to teach skills in dedicated time. EEF	3
Class attendance awards weekly reported on newsletter to encourage class Attendance.	Pupils who attend school regularly have been shown to achieve at higher levels than pupils who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. Research shows that attendance is an important factor in pupil achievement.	1

To promote the zones of regulation across the school.	To help children identify emotions and develop self-regulation strategies.	3
Development of nurture	Provides space for support with nurture and social groups. Mental Health Lead working with parents to improve impact.	2 and 3
Pupils experience a range of enrichment activities and cultural capital experiences including attending After School Clubs, school trips, residential trips, choir, coding club, fencing, music tuition Support parents with funding of school uniform when required	Children's self-esteem is improved and their enthusiasm for learning is increased. Attendance is good. Parental engagement is improved There is an established link between home learning environment at all ages and school performance Regular workshops to support parents can help improve outcomes. Positive communication helps families feel part of the learning process. EEF Disadvantaged families have the same aspirations as those who are advantaged. Gill Main, University of Leeds, 2018	2,3 4 and 5
Building positive relationships early with parents through face to face, informal contact with HT, SENCO and teaching staff. Early parenting support offered from FS. Reception transition meetings. Signpost parents to outside parenting workshops/deliver in house support. Support offered to parents from the Parish. Food vouchers, catechist support.		2,3,4 and 5

Total budgeted cost: £ 13850

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Raising Standards

In Year 6, both PP children achieved the expected standard in Reading, Writing and Maths. One PP child made more than expected progress in Reading Writing and Maths and one other made more than expected progress in Maths.

Throughout the school our disadvantaged pupils continue to make at least expected progress. As there are so few children it is not statistically relevant to report in terms of overall data.

One to one and group targeted interventions supported our PP children to make at least expected progress.

Additional reading books were purchased to support our vulnerable children in all year groups. Reading data in Year 6 showed 87% children achieving Age Related Expectations

The school has continued to provide access to rich learning opportunities and resources for our vulnerable pupils. Funds were allocated to cover the costs of trips for every year group. A residential trip was organised for our Y6 Class. This was mainly funded by PP funds for the disadvantaged pupils and led to rich cross curriculum learning opportunities and building strong relationships and resilience.

Our observations and feedback from parents and pupils indicated that, wellbeing and mental health were significantly impacted in the last two years – primarily due to COVID-19-related issues. We used PPG to provide wellbeing support for our disadvantaged pupils and targeted interventions where required. We are building on that approach.

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

Referrals made to Family Support Workers to support 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	
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