

Pupil premium strategy statement – The Abbey CE VA Primary School 2024-2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-------------------------------------|
| Number of pupils in school | 163 |
| Proportion (%) of pupil premium eligible pupils | 3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024/2025 2025/2026 2026/2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Linda O'Melia |
| Pupil premium lead | Linda O'Melia |
| Governor / Trustee lead | Katie Wright |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £14893 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £500 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £15,393 |

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 high attainment across all subject areas.

The pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential and we are determined to provide the support and guidance they need to help them overcome these barriers. We aim to close the progress and attainment gaps between PP and non-PP children through high quality teaching, targeted academic support and wider strategies to provide cultural capital and promote wellbeing. Ensuring that high quality teaching is at the heart of our approach benefits all children; targeted intervention (taking the form of 1:1 and small group work) will quickly address identified gaps in learning; and a strong emphasis on experiences and opportunities, such as educational Visits/Visitors, that may otherwise be unattainable, form the foundations of our strategy. We recognise that changing cohorts have changing needs and so keep our practice under continuous review.

Our disadvantaged and vulnerable children are a relatively small group in comparison to National levels. We support our children as individuals, identifying their needs, challenges to learning and how we can support them to succeed. The purpose of our Pupil Premium Strategy is for our children to achieve the best outcomes they possibly can, regardless of background and challenges that they face, for individual growth in academic and personal skills. We want our pupils from disadvantaged backgrounds to leave our school with aspirations that are similar to, or above their peers.

Our ultimate objectives for disadvantaged pupils:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support their health, wellbeing and personal development to enable them to access learning at an appropriate level.

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.

When making decisions about using Pupil Premium funding The Abbey CE VA Primary School recognises that it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is referred to support decisions around the usefulness of different strategies and their value for money. We recognise that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing to their full potential. The challenges are varied and there is no “one size fits all”.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance Analysis of attendance data indicates that attendance amongst our disadvantaged pupils is lower than for non-disadvantaged pupils. |
| 2 | Social and Emotional Needs Mental health and well-being has a significant impact on children’s ability to access learning. |
| 3 | Multiple Barriers to Learning Some disadvantaged pupils also have a SEND, or EAL or CIN/CP need. |
| 4 | Wider Opportunities and Experiences Observations, pupil and parent voice have identified a number of children receiving Pupil Premium who have a narrow experience outside of school or may need financial support to allow these children to access wider educational experiences. Deprivation leads to low levels of cultural capital which impacts on children’s long term schema development. |
| 5 | Family Support To achieve and sustain positive working relationships with all families |

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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| To reduce the percentage of persistent absence in Pupil Premium children. | To reduce the levels of persistence absence so that it is in line with non-pupil premium children. Overall attendance for both pupil premium and non-pupil premium is targeted at 97% |

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| <p>All pupils including disadvantaged have good mental health and positive learning behaviours.</p> | <p>Qualitative data from pupil and parent surveys, conversations with pupils and behaviours in lessons demonstrate good mental health and positive learning behaviour.</p> |
| <p>To meet the needs of Pupil Premium children's multi vulnerabilities.</p> | <p>Provision in school meets the individual and often complex needs of each pupil. Needs are reviewed on a regular basis to ensure that provision remains relevant.</p> <p>All EAL disadvantaged pupils (who do not have a cognitive SEND) meet at least age-related expectations in reading, writing and mathematics in Key Stage 1 and 2</p> <p>100% EAL disadvantaged pupils to meet the expectations for Year 1 & 2 phonics check</p> <p>100% meet the expectations for Y4 multiplication check</p> <p>All pupils with SEND will make measurable progress.</p> <p>Pupils with SEND will make at least expected progress from their starting point.</p> |
| <p>To provide pupils in receipt of Pupil Premium with wide opportunities for rich life experiences.</p> | <p>All children experience a wide range of visits and memorable experiences, both as part of the curriculum and wider opportunities, that enhance their learning, knowledge and life experiences. All pupils in receipt of Pupil Premium have access to school trips.</p> <p>All pupils in receipt of Pupil Premium have equal access to a wide range of extracurricular clubs.</p> <p>Provide opportunities to expand disadvantage children's cultural capital through an engaging curriculum and literature.</p> |
| <p>To achieve and sustain positive working relationships with all families, particularly those of our disadvantaged pupils.</p> | <p>Increased % of pupils engaging in home learning activities.</p> <p>Increased % of parents attending school events, particularly parents of our disadvantaged pupils</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: £8,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Staff CPD (subscription to HFL) | High quality staff CPD is essential. Information is then disseminated and followed up during Staff meetings and INSET | 1,2,3,4 and 5 |
| Training for Forest School Leader to set up and run the Forest School programmes and manage the site sustainably. | Qualified leader to facilitate the teaching of the Forest School so that the children can develop their confidence and self-esteem through inspired hands-on experiences in a natural setting. | 2, 3 and 4 |
| Increase the attainment of PP children across Key Stage 1 & 2 in particular those capable of achieving the higher standard in Reading, Writing and Mathematics. | Experienced teacher to facilitate smaller working group and provide support for pupils in KS2 and in KS1. | 2 and 3 |
| To remove barriers and improve academic outcomes for EAL/SEND PP children | Provide additional teaching provision for children with EAL and SEND. Teaching assistant interventions, and one to one support in reading, writing and mathematics. | 2 and 3 |
| Professional development to embed well-structured collaborative learning opportunities. • Outdoor learning materials to facilitate collaborative activities across the curriculum. | Collaborative learning approach (EEF) A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task. Through collaboration, pupils may develop explanation, demonstration, problem-solving, and metacognitive skills, or pupils may benefit from sharing the load of challenging tasks. | 2, 3 and 4 |

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

Budgeted cost: £4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Experienced teacher to work within Y5 and Y6 classes to provide target teaching for small groups and individuals</p> | <p>Small group tuition (EEF)</p> <p>Analysis of the needs of the Y5 and Y6 classes identifies that individuals and small groups of children will benefit from target teaching in reading, writing and maths to accelerate their progress. This includes the more able disadvantaged pupils. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Small group tuition will enable staff to employ a wider range of teaching approaches to meet differing learner needs and provide activities that are closely matched to a pupil's attainment. Pupils will be supported to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. Group tuition will support pupils to address misconceptions or overcome specific barriers to learning.</p> | <p>2 and 3</p> |
| <p>VISTA St Albans Partnership support</p> | <p>The VISTA team are skilled, experienced and trained to support families and offer a non-judgmental approach. Evidence has found that by working with parents and carers in the home and teaching staff in the school, VISTA can deliver a targeted programme of support or signposting to relevant services. The parental engagement of families will increase through early intervention and close working with agencies and additional in-school support.</p> <p>Increased emotional and social support for disadvantaged children will narrow attainment gaps with peers.</p> <p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</p> | <p>1, 2 and 5</p> |

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| | Support for parents through workshops, or specific support through agencies, will have a positive impact on the support given at home. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,893

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Achieve and sustain improved attendance for disadvantaged pupils. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.</p> | <p>Additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all persistently absent pupils DfE Working together to improve school attendance September 2022</p> <p>The DfE has researched a wide range of strategies to improve attendance and suggests strategies to support positive partnerships with families.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | 1,2,3,4 and 5 |
| <p>Opportunities to develop cultural capital woven throughout the curriculum. Progressive, sequential curriculum provides key knowledge and</p> | <p>Ofsted Education Inspection Framework (September 2023 Update) "Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged"</p> | 2 and 4 |

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| skills. Plentiful enrichment opportunities within the curriculum including memorable experiences, school trips, workshops. | | |
| Embed Forest School Provision for all. | <p>Evidence suggests that Forest School benefits children and the physical and pedagogical environment are particularly beneficial to children with social and emotional difficulties. Harriet Menter and Lucy Tiplady, 2023.</p> <p>“Analysis outdoor studies show that experiences in nature improve academic learning, personal development and environmental stewardship.” Newcastle University “Health and Learning are deeply intertwined. When we enjoy learning, have healthy bodies and lifestyles – which include playing and learning in the outdoors, we become socially confident and connected people, who feel valued for their contributions – power is shared.” Marina Robb, 2021.</p> | 2, 3 and 4 |
| Continue to deliver Zones of Regulation as a whole school approach to emotional literacy and regulation, and provide additional groups for those with a level of need. | <p>Self-regulation supports pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>EEF Toolkit Metacognition and self regulation + 7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation EEF: Metacognition and Self Regulation: Evidence Review May 2020</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges (DFE June 2021) SEND Code of Practice (January 2015)</p> | 2 |
| Nurture and Social groups, Additional SENDCo/Mental Health Lead time for 1 to 1 and small group support | <p>Behaviour interventions (EEF)</p> <p>The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Sustained higher levels of wellbeing demonstrated from qualitative data (learning walks, pupil surveys, pupil voice).</p> | 1 and 2 |
| Financial support for | Arts participation (EEF) The impact of arts participation on academic learning is positive and adds an additional | 1, 2, 4 and 5 |

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| extra-curricular clubs | three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. | |
| Financial assistance for school uniform | School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. It also promotes social equity. | 1, 2, 4 and 5 |
| Morning Club | To aid with concentration and be ready to learn, children have access to Morning Club to help families give children a nutritious meal before school. | |

Total budgeted cost: £15393

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Raising Standards and Attainment

92% (11/12) children made good progress in Reading, Writing and Maths and 8/12 pupils met age related expectations in these three at the end of the year.

100% of Y6 PPG pupils achieved the expected standard in Reading and Writing and 75% (3/4 pupils) achieved the expected standard in Maths in the KS2 SATS.

Attendance for most of our PPG pupils was above National average of 92.8%.

1:1 and group targeted interventions along with year 6 Booster groups supported PPG pupils to make progress. 1:1 and group support was also in place to support our PPG pupils with SEMH needs.

The Write Stuff programme was implemented and staff attended training led by Education Consultant Jane Considine. Progress in writing was seen in our vulnerable groups across the whole school and we are delighted with the outcomes of the KS2 SATs as outlined above.

Enrichment

The school has continued to provide access to rich learning opportunities and resources for our vulnerable pupils. Funds were allocated to cover the costs author visits, 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.

Mental Health and Wellbeing

The school utilised the DfE funding enabling our Mental Health Lead to attend a 'Foundation in Mental Health' course focusing on how to improve SEMH provision across the school. The MH Lead then led a staff meeting to disseminate information from the course.

We invited the Happy Human Project in school to provide wellbeing support for our pupils. We supported pupils during SATs week by providing a breakfast for pupils including those in receipt of PPG. We held a 'Feeling Good Week' where all children were involved in many activities to support their mental health and wellbeing. Activities including – painting recycled pots and planting seeds, yoga sessions and mindfulness art classes. The children participated in the dove installation at St Albans Cathedral, this represented peace in our community. A sensory trail was created in the Discovery Trail of the playground. The children are able to experience a sense of calm here, and use their senses to explore nature and develop a deeper understanding of nature around us and promote good mental health.

The school continues to fund Breakfast Club places and school dinners for vulnerable pupils and those who are not designated as pupil premium children. We support families by providing school uniform for children in receipt of PPG. We signposted parents to Happy Camps which are holiday camps for FSM pupils.

We continue to work to support families to access outside professional help including Family Support Workers and we liaise closely with any professionals working with our families. The SENCO has run coffee mornings focusing on supporting pupils with emotional wellbeing.

Changes made 2023-2024

We reviewed our PSHE programme and researched other schemes that would support the needs of the children at Abbey School. We replace Jigsaw with SCARF and spent last year embedding it. Workshops were held for staff and pupils. Meetings led by SCARF representatives were delivered to parents.

A new behaviour policy was developed with the school council (some of whom are PPG pupils). The policy focuses on preventative measures e.g. specific praise, building confidence and modelling appropriate behaviour. It also clearly outlines strategies for dealing with negative behaviour e.g. the use of restorative conversations.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------------|----------------|
| The Write Stuff | Jane Considine |
| | |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| N.A |
| The impact of that spending on service pupil premium eligible pupils |
| |

Further information (optional)

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