

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
School name	Abbey Meads Community Primary School
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	21.6% (100/461)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Bob Buckley
Pupil premium lead	Michaela Cunningham
Governor / Trustee lead	Lisa Hume

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,974
Recovery premium funding allocation this academic year	£10,730
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	£137,704

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Meads Community Primary our aim is to develop conscientious, free thinking children with a love of learning.

We are a 2 form entry primary school in the northern development of Swindon, Wiltshire, with a larger cohort in Year 6. There is a Nursery on site, run by the school, which takes children from 3 years of age. We have 23% of pupils who have English as an Additional language and, the 2022 Geodemographic Profile data, shows 20% of our pupils live in the 30% most deprived postcodes in England. For our Year 1 Cohort this figure is particularly high at 31%.

For us, early intervention is key and we are focusing on language development with an emphasis on developing vocabulary, oracy/speaking and reading. We are continually looking to refine our practice in this area and to engage parents and carers in the importance of this as well as providing targeted interventions for the children.

We strongly believe in the development of the whole child and we want to equip our children for life in the 21st century. We provide a wealth of opportunities across the year groups in order to improve the life chances for all our educationally disadvantaged children. Among the things on offer, children from Reception to Year 3 take part in drama led by Prime Theatre, Years 4 and 5 learn to play the recorder with Swindon Music Service, and all children have dance workshops led by Swindon Dance throughout the year.

We have a strong ethos of inclusion throughout the school and foster a compassionate approach towards engaging and supporting both our children and their parents/carers. Our staff have a shared understanding of the impact of disadvantage on children's learning and recognise the important role they play in addressing that. We have a strong pastoral team who, by their presence outside on the gates at the beginning and end of the school day, are seen to be approachable. To promote parental engagement, we have weekly newsletters, Family Learning events. Parent drop ins and opportunities to visit to watch lessons in action.

Our Senior Leadership Team (SLT) have the quality of children's learning experiences as a key focus. They provide ongoing monitoring across the school and work with Year groups to facilitate collaborative team planning.

Challenges

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

Challenge number	Detail of challenge
1	Language skills and acquisition of vocabulary. On entry to Reception in 2022, only 15% of PPG children were assessed as on track in Speaking compared with 47% Non PPG. This is also impacted on by a lack of reading/listening to high quality children's literature. This will have an impact on reading progress as the children go through the school.
2	Lower attainment and rates of progress due to the difficulties of home learning during lockdowns. Some children had greater difficulties learning at home, even when supported by school. This has created some gaps in learning- findings that are supported by national studies. In 2021-2022 data while our PPG children outperformed National data for PPG in all aspects except writing at Expected+ at the end of KS2, the gap between our PPG and Non PPG has increased.
3	Low aspirations and resilience and social and emotional development. For some children there are a lack of positive role models. They need people to believe in them, take an interest and inspire them to be the best they can be. Teacher referrals have increased with pupils receiving additional support with social and emotional needs. We have also seen an increase in families requiring support and interventions and have now set up fortnightly Parent drop ins.
4	Parental engagement. Some parents feel threatened and judged by schools, reflecting on their own experiences. Attendance at Parent Consultation Evenings was lower among PPG parents than Non PPG in 2021-2022. We are monitoring attendance closely, following the DfE Improving School Attendance advice.
5	Lack of experiences and opportunities for pupils eligible for Pupil Premium. This limits both their vocabulary and their understanding of the world. We have developed a map for Personal Development ensuring that over their seven years with us, all pupils have a wealth of experiences and opportunities. We are determined that no child will miss out on any experience due to financial hardships.

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
Improve oral language skills and increase children's progress in reading for pupils eligible for PP.	Assessments and observations will indicate significantly improved language among disadvantaged pupils. This will be seen in other evidence sources such as engagement in lessons, Pupil Voice, book scrutiny and ongoing formative assessment.
Improved attainment for disadvantaged pupils at the end of KS1 and KS2	Outcomes at the end of KS1 and KS2 in 2024/2025 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils particularly those who are disadvantaged	<p>This will be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, surveys- both pupil and parent- and teacher observations • A significant increase in participation in school clubs especially by disadvantaged pupils <p>School will support this by ensuring disadvantaged pupils are included at all times, reducing financial barriers</p>
Increase parental engagement in their children's learning for families eligible for PP.	<p>Sustain high attendance from 2024/2025 shown by:</p> <ul style="list-style-type: none"> • No gap in attendance for our disadvantaged pupils • The overall percentage of all pupils who are absent is no more than 4% and there will be no gap in attendance for our disadvantaged pupils <p>Each PP family attends at least one school-based engagement event to support their child in their learning.</p>

<p>To enhance our pupils' personal development skills, ensuring our pupils have a rich and varied experience over their seven years within our school community.</p>	<p>Each Year group has mapped out a range of additional experiences to enrich the curriculum. There are opportunities in each year group across a range of areas including Creative, Sport & Fitness, Life Skills, Cultural Capital and Field trips in the local area.</p>
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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: £ 67000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing CPD for all staff on the development of teaching of oracy and reading skills</p> <p>Developing language rich environments</p> <p>Identifying key vocabulary to be taught across the curriculum for each age group. SLT will monitor the planning of these and acquisition through Pupil Voice.</p>	<p>There is clear evidence that the rate at which children develop language is dependent on the amount of input they receive from the adults and peers around them. It is crucial that we create a language rich environment in school.</p> <p>https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p> <p>The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.</p> <p>The EEF Toolkit identifies the teaching of reading comprehension skills as having very high impact for very low cost with gains of 6+ months</p>	<p>1, 2,</p>
<p>Key Stage Leader monitoring will act to review if there are any gaps in learning and, where necessary, will advise teachers and liaise with SENDCo to provide additional support.</p> <p>Key Stage Leads provide opportunities for modelling/coaching and collaborative planning</p>	<p>Key Stage Leads are provided with time out of class on a weekly basis. A range of monitoring will occur across the year. This includes pupil voice, book looks, planning scrutiny, lesson observations and learning walks.</p> <p>The findings are fed back to staff and key themes acted upon to enhance the planning and teaching across the school.</p>	<p>1.2.</p>
<p>Improve the quality of social and emotional learning.</p>	<p>There is extensive research showing the link between childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance,</p>	<p>3</p>

<p>We will develop whole school and in class approaches to support children with self-regulation and understanding their emotions.</p> <p>These are supported by the school Behaviour Policy. This has been shared with all staff, children and parents.</p> <p>The School Councillors are teaching calming strategies to each class</p>	<p>attitudes, behaviour and relationships with peers)</p> <p>EEF shows school approaches to self-regulation have low cost, but high impact with the potential for a gain of 7+ months</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Phonics intervention targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<p>The EEF Toolkit has extensive research which show this to have a high impact for very low cost. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>Gain is 5+ months</p>	<p>2</p>
<p>TalkBoost in FS2 and Year 1. Interventions will take place for children identified with potential language difficulties.</p> <p>Colourful Semantics programme will run in Year 1. It will initially be led by a Speech and Language Assistant and a TA will observe so they can lead further groups throughout the year.</p>	<p>On entry to Reception some children will require further support to bring them up to Age Related Expectation.</p> <p>EEF shows an Early Years Intervention can give an average of 5 months progress.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Gain is 4+ months</p>	<p>1,2 5</p>

Pastoral support to lead a range of social and emotional interventions	EEF shows that social and emotional learning has a moderate impact of 4 months for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning.	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25 704

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 and group counselling sessions for vulnerable pupils. Support from Lighthouse for parents through Parent Support Advisors, parenting courses and Family Workers.	EEF Toolkit shows Social and Emotional learning has a gain of 4 months + for low cost. However targeted interventions increase this gain to 6months+. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. There is evidence to suggest that targeted school-based interventions have led to improvements in well-being and mental health, yielding improved pupil attainment. (Banerjee et al. 2014)	3
A range of opportunities provided in school across the curriculum eg drama workshops (KS1/2), music lessons (KS2) dance lessons from specialist teacher	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. Arts participation EEF (educationendowmentfoundation.org.uk) EEF shows this to have a moderate impact for low cost Gain of 3+ months	5
Support with funding cost of out of school trips and experiences including residential visits and swimming	Some families are unable to contribute towards these. The school will support financially PP families/carers with this so that no child is disadvantaged.	5
Engage parents with their children's learning by providing a range of	EEF Toolkit show this has an impact of 4 months+	4

opportunities to engage with school eg Open Hour, parent workshops, targeted individualised support	<p>Parents are invited in to observe phonics being taught in Year 1, before targeted practical workshops are held later in the year.</p> <p>Parent workshops are held throughout the year. The aim of these is to provide practical fun activities that parents and children can do at home to support the children's learning.</p> <p>There are also fortnightly Parent drop ins – opportunities for parents to meet with the Pastoral Team to look at strategies to support well-being and mental health.</p>	
Embed the principles of good practice set out in the DfE's Improving School Attendance Advice.	The DfE guidance have been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Contingency fund for acute issues	We have identified a need to set aside a small amount of funding to respond to needs that have not yet been identified	All

Total budgeted cost: £137704

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 2021-2022 academic year

Assessment Results 2021-2022

- GLD 65% -(34% Pupil premium)
- Phonics Year 1-86% PPG 60%
- Phonics Year 2-88%
- End of KS1 Teacher Assessment-

Reading 66% PPG 18% Non PPG 77%

Writing 61% PPG 9% Non PPG 73%

Maths 68% PPG 36% Non PPG 75%

- End of KS2 SATs/Teacher Assessment-

Reading 86% PPG 71% Non PPG 90%

Maths 84% PPG 79% Non PPG 86%

Writing 78% PPG 50% Non PPG 86%

Our outcomes for PPG at the end of KS2 were above national data in all subjects except Writing where we were just below. In 2021-2022 50% of our disadvantaged pupils achieved aged relation expectations in Reading, Writing and Maths.

Last year was the first full academic year, since the school closures driven by the Covid-19 pandemic. We responded quickly to address difficulties with our Catch up strategy, identifying and filling gaps in learning, setting up in class interventions to support our disadvantaged pupils and providing extra tuition to children in Years 1.2.3.4 and 5 through the National Tutoring Programme. While we are confident this has had a positive impact, we recognise that this is something we will still need to provide going forward.

Attendance in 2021-22 was lower than previously at 93% and absence among disadvantaged pupils was higher than non-disadvantaged. Attendance is a focus of our current plan.

Through observations in school, the requests for additional support and talking to parents it was clear that both pupil well-being and mental health has been significantly impacted as has that of parents. Waiting lists locally for support are lengthy, but we are

fortunate to be able to run our own support within school. This is valued by parents as shown by their comments at the end of the year and in our recent Parent Questionnaire- **'We will be forever grateful for the support you have given our whole family'...** **'I feel he is being nurtured and encouraged to love learning'...** **'My children are thriving'...** **'I cannot thank the team enough for their support, not only for my child but for the family themselves'**

Going forward, in order to meet the need among parents, the Pastoral Team will be running fortnightly drop in sessions for parents. These will be aimed at promoting well-being, giving practical strategies.

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
Floppy's Phonics	Oxford Reading Tree