

## 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	Abbey Meads Community Primary School
Number of pupils in school	461
Proportion (%) of pupil premium eligible pupils	18.5% (85/459)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Bob Buckley
Pupil premium lead	Michaela Cunningham
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115670
Recovery premium funding allocation this academic year	£10730
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	£126400

# Part A: Pupil premium strategy plan

## Statement of intent

At Abbey Meads Community Primary our aim is to inspire all children to develop a life-long love of learning. Our focus is to ensure that the achievements of Pupil Premium children are in line with those of their non -Pupil Premium peers. This year our main priorities are:

1. Improve oral language skills and increase progress in reading for Pupil Premium pupils.
2. Improve resilience, social and emotional skills for pupils.
3. Improve academic attainment for Pupil Premium pupils impacted by the lockdowns of 2020 and 2021, especially in writing.
4. Increase accessibility and take up of out of school experiences for pupils who are eligible for Pupil Premium.
5. To engage with parents and carers of Pupil Premium children to promote engagement with their children's learning.

Our Pupil Premium Plan is design to achieve these objectives by:

1.
  - Whole school focus on the teaching of reading skills and the acquisition of vocabulary. This includes a whole school audit on the teaching of reading, professional development training for staff, moderation of reading throughout the year- both at school and Trust level- to ensure robust judgements and the clear identification of 'must teach' vocabulary across the curriculum.
  - Using Wellcomm to identify children who require oracy Interventions within EYFS to narrow the gap between them and their peers. This year also extended to Year 1 children due to missed opportunities during Covid Lockdown.
  - Phonics interventions in place for children in Year 1 and Year 2 who are not yet age related expectation in this area.
  - Talkie Walkies in place across the school with each year group paired up with another to promote conversation and social engagement.
  - Pre-teaching of key vocabulary as identified from the 'must teach' vocabulary
2.
  - Social and emotional interventions led by the Deputy Head and Pastoral Support TA.
  - Learning Mentor to work with individual children to engage them in learning and promote resilience.

- Implementation of Metacognition strategies throughout the school.
- Referrals to Trailblazer Mental Health Practitioners as required

3.

- Pupil Progress meetings used to identify Pupil Premium children and to implement further support when needed.
- Additional academic interventions in place to support Pupil Premium children
- Writing intervention to be put in place- including focus on closing vocabulary gap and consolidation of key writing skills

4.

- Funding in place for trips, including residential trips, swimming.
- A broad range of experiences planned throughout the school to provide a wealth of opportunities for children, including visitors to the school.
- The school provide a range of teacher led clubs which are free to access and undertake to ensure all Pupil Premium children who apply are invited to at least one club throughout the year.

5.

- Senior staff and the Pastoral Lead available on the gates at the start and end of days to ensure a welcome and to engage with parents informally.
- Re-introduction of Parent Workshops to support parents to engage with their children's learning.
- Personalised or small group meetings to be offered to Pupil Premium parents
- Tapestry in EYFS. Targeted support for those parents who find it difficult to access.

## 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. 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.
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.
4	Parental engagement. Some parents feel threatened and judged by schools, reflecting on their own experiences.
5	Lack of experiences and opportunities for pupils eligible for Pupil Premium. This limits both their vocabulary and their understanding of the world.

## 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.	Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations
Improve resilience and personal and emotional skills	Pupils have a reduced number of behaviour incidents. Pupils can name people in school they can approach for help.
Increase accessibility of out-of-school experiences for pupils eligible for PP.	All pupils eligible for PP take part in out of-school experiences and are included at all times, reducing financial barriers
Increase parental engagement in their children's learning for families eligible for PP.	Each PP family attends at least one school-based engagement event to support their child in their learning.

## 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: £ 64000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on the development of teaching of reading skills	<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>	1, 2, 3, 5
<p>CPD for all staff to develop an effective writing intervention for children who are working below age related expectation. Identify children with specific needs and plan and monitor the impact of the intervention with teachers.</p> <p>Review impact of intervention at three data points in the year.</p>	Targeted deployment of Teaching assistants to deliver an intervention to small group	1,2
<p>Due to gaps in the curriculum from recent lockdowns, KS 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>	KS 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 and learning walks	1.2.3
Implementation and embedding of Metacognition across the school.	EEF demonstrates that metacognition has very high impact for very low cost with gains of 7+ months	3

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

Budgeted cost: £ 42000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Intervention in Years 1 and 2	The EEF Toolkit has extensive research which show this to have a high impact for very low cost. Gain is 5+ months	1, 2
Small group Writing Intervention KS1 and KS2	EEF shows that small group tuition has a potential for 4+ months in attainment levels	2,
Wellcomm in FS2 and Year 1. Interventions will take place for children identified with potential language difficulties	On entry to Reception some children will require further support to bring them up to Age Related Expectation. EEF shows an Early Years Intervention can give an average of 5 months progress. This programme will be extended to targeted children in Year 1 who were unable to access the programme last year, due to lockdowns.	1,2 5
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
Mental Health Lead to develop whole school and in class approaches to support children with self-regulation and understanding their emotions.	EEF shows school approaches to self-regulation have low cost, but high impact with the potential for a gain of 7+ months	3

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

Budgeted cost: £ 20400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to work with identified children to engage them with learning	EEF Toolkit shows Mentoring has a gain of 2 months + for moderate cost. 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.	3
A range of opportunities provided in school across the curriculum eg drama workshops (KS1/2), music lessons (KS2)	EEF shows this to have a moderate impact for low cost Gain of 3+ months	5
Parental workshops to support and engage parents with their children's learning	EEF Toolkit show this has an impact of 4 months+	4
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.	5
Engage parents with their children's learning by providing a range of opportunities to engage with school eg Open Hour, parent workshops, targeted individualised support	EEF Toolkit show this has an impact of 4 months+	4

**Total budgeted cost: £126 400**

## 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.

Due to COVID-19 and the National Lockdown, we were not able to put into place all we had hoped from our Pupil Premium Strategy 20-21. Some of these aims are carried over into our 2021-2022 Strategy, alongside needs that we have identified as a priority for our children due to the Pandemic. Metacognition has a focus on the School Development Plan for this year to support our children to build resilience and positive learning behaviours. We are prioritising catch up to support those who have gaps in their understanding

During the National Lockdown we prioritised our PPG children and invited them into school as part of our Keyworker group.

At the end of KS2, 73% of our PPG children attained Expected+ in Reading and 64% in Writing and Maths. 91% of the children made at least expected progress across all subjects.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Desired Outcomes	Impact
To ensure there is additional support in class for PPG children to achieve their potential	The majority of PPG children attained Expected + at the end of KS2 in all areas. 91% of children made at least expected progress.
To implement metacognition teaching across the school	This was introduced just before the Lockdown so hasn't had chance to be embedded. This will be a continued focus this year 2021-2022. Staff Meetings are set aside so this can be reintroduced to staff.
To support children and families with managing their mental health and well-being	<p>We invited children who were suffering with their mental well-being into school as part of our keyworker groups.</p> <p>We have an increasing number of children accessing the Mental Health Practitioners in conjunction with the Trailblazer Project.</p> <p>We recognise that this area is going to be an increased need so it is a focus on our School Development Plan for 2021-2022. The Deputy Head will be undertaking the Senior Mental Health Lead training in January 2022.</p>

## 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
Story Time Phonics	TTS