



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 | Abbeyfield Primary Academy |
| Number of pupils in school | 371 |
| Proportion (%) of pupil premium eligible pupils | 47.98% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Helen Best |
| Pupil premium lead | Helen Best |
| Governor / Trustee lead | Sheila Sutherland |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £239,410 |
| Recovery premium funding allocation this academic year | £25,810 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £265,220 |

Part A: Pupil premium strategy plan

Statement of intent

- *At Abbeyfield Primary Academy, we have high aspirations and ambitions for all of our children and we believe that all learners should be able to reach their full potential.*
- *We aim to do this through providing a broad and balanced curriculum and opportunities that allow children to develop the appropriate skills and values required to succeed.*
- *Pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential and, at Abbeyfield, we endeavour to provide the support, provision and guidance they need to help them overcome them and enable them to successfully move through each Key Stage and onto Secondary School.*

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | <i>Low attendance and persistent absenteeism of Pupil Premium children. Alongside this pupils that have poor punctuality</i> |
| 2 | <i>Pupils and their families have social and emotional difficulties, including medical, social, emotional and mental health needs.</i> |
| 3 | <i>Pupils have limited experiences beyond their own home life and immediate community.</i> |
| 4 | <i>Poor parental engagement due to pandemic, particularly in the early years to enable families to be able to support their child's learning throughout their time at Primary School.</i> |
| 5 | <i>Low attainment and progress rates made by Pupil Premium children. The gap between non PP and PP is not closing.</i> |
| 6 | <i>Lack of consistency in the quality of interventions and implementation of whole school teaching approaches due to a change in staffing</i> |

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 |
|--|--|
| <i>All pupil premium children will meet the national expectations for attendance / persistent absence and punctuality.</i> | <i>Ensure attendance of disadvantaged pupils is at least at 96%. Ensure that all disadvantaged children arrive on time for the start of the school day</i> |
| <i>To ensure the well-being needs of all pupils in receipt of pupil premium are met to ensure they are ready for learning.</i> | <i>Children's well being needs are being met and supported to ensure that they are able to access all high quality teaching and targeted interventions. This will then support them to make progress in all areas of the curriculum.</i> |
| <i>To ensure that all pupils in receipt of pupil premium are able to access all school visits and visitors to develop and broaden their life experiences.</i> | <i>All children are accessing all trips and visitors and have had the opportunity to broaden their life experiences.</i> |
| <i>To ensure that all parents, particularly those of pupils who are receipt of pupil premium have increased opportunities, particularly in the EYFS to understand how they can support and promote reading and numeracy skills.</i> | <i>Parents are fully engaged in supporting their children's learning especially in early literacy and numeracy. Increased opportunities for parents to come into school and engage in workshops and activities that promote how parents can support their children to learn.</i> |
| <i>To continue to ensure that the outcomes for pupils in receipt of pupil premium are at least in line with those peers in school across the curriculum through ensuring high quality teaching in place along with targeted interventions.</i> | <i>80% of pupils in Y1 pass the phonics screening. Children achieve outcomes in line with or above National in EYFS, KS1 and KS2.</i> |
| <i>To continue to ensure that all interventions and whole school strategies are of a high quality and meet the needs of all learners.</i> | <i>Children's needs are being met and supported to ensure that they are able to access all high quality teaching and targeted interventions. This will then support them to make progress in all areas of the curriculum.</i> |

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: £ 47,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Use of standardised diagnostic assessment in reading and White Rose in maths.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p> | <p><i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive correct additional support through interventions or teacher instruction</i></p> <p>Standardised tests / Assessing and Monitoring Pupil Progress / Education Endowment Foundation / EEF</p> <p><i>White Rose is recommended through the South Yorkshire maths hub as a good benchmark for children and to identify clear gaps in learning.</i></p> | 5, 6 |
| <p><i>Enhancement of our maths teaching and curriculum planning in line with maths mastery, DfE and EEF guidance.</i></p> <p><i>Funding teacher release time to embed key elements of guidance in school and to work with the South Yorkshire Maths Hub on Maths Mastery</i></p> | <p><i>DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</i></p> <p>Maths guidance KS 1 and 2, pdf (publishing.service.gov.uk) https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/</p> | 5, 6 |
| <p><i>Purchase of a DfE validated Systematic Synthetic Phonic programme to secure stronger phonics teaching for all pupils.</i></p> | <p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i></p> <p>Phonics / Toolkit strand / Education Endowment Foundation / EEF</p> | 5, 6 |

| | | |
|--|--|-------------|
| <p><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p><i>Introduce and embed the ORIM structures to support Early literacy in EYFS</i></p> <p><i>Continue to implement NELI, VIP, LEAP, Black Sheep and Talk About.</i></p> <p><i>Continue to embed every lesson is a language lesson and the use of Word Aware</i></p> <p><i>We will purchase resources and train staff in the activities and provide release time to embed them.</i></p> | <p><i>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high –quality classroom discussion, are inexpensive to implement with high impacts on reading.</i></p> <p><u>Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF</u></p> <p><u>https://cdn.literacytrust.org.uk/media/documents/Language_unlocks_reading.pdf</u></p> <p><u>http://www.real-online.group.shef.ac.uk/aboutreal-text.html</u></p> | <p>5, 6</p> |
| <p><i>Reinforce and embed the wider school strategies that support all learners.</i></p> <p><i>These include: Word Aware, Talk for Writing, Maths Mastery, P4C / Thought for the day, Reciprocal reading, KS2 contextualised grammar and Reading for pleasure.</i></p> <p><i>Training for all staff to ensure that they understand the research and rationale as to why these strategies are used, expected outcomes and what good practice looks like.</i></p> | <p><i>There is a strong evidence base that suggests these whole school strategies have high impacts on reading, writing and maths.</i></p> <p><u>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</u></p> <p><u>Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF</u></p> <p><u>https://www.researchgate.net/publication/257643292 Grammar for writing An investigation of the effects of contextualised grammar teaching on students' writing</u></p> <p><u>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</u></p> <p><u>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</u></p> | <p>5, 6</p> |

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

Budgeted cost: £170,220

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Continuation of the Den, nurture provision to improve the social, emotional and mental health needs of the children accessing the provision to allow them to engage in learning and re-integrate into main</i></p> | <p>https://guidebook.eif.org.uk/public/files/pdfs/programmes-nurture-groups.pdf</p> | <p>2, 5, 6</p> |
| <p><i>Continue the KS2 international new arrivals class to provide children with a language rich bespoke curriculum that meets the needs of children who have little or no English upon arrival in school</i></p> | <p><i>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high –quality classroom discussion, are inexpensive to implement with high impacts on reading.</i></p> <p>Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF</p> | <p>2, 5, 6</p> |
| <p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub</i></p> | <p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i></p> <p>Phonics/Toolkit/Education Endowment Foundation / EEF</p> | <p>5</p> |
| <p><i>Engaging with the National Tutoring programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of pups who receive tutoring will be disadvantaged including those who are high attainers</i></p> | <p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one: One to one tuition / EEF (educationendowmentfoudnation.org.uk)</i></p> <p>And in small groups:</p> | <p>5</p> |

| | | |
|---|---|------|
| | Small group tuition / Toolkit Strand / Education Endowment Foundation / EFF | |
| <i>Additional reading, writing and maths sessions targeted at disadvantaged pupils who require further support.</i> | <i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</i> Small group tuition / Toolkit Strand / Education Endowment Foundation / EFF | 6 |
| <i>Implement the ORIM structures in the EYFS which incorporates REAL and REAM. This will provide opportunities for parental to engage in activities with their children to support early literacy and numeracy skills.</i> <i>Funding teacher and pastoral team release time for training and to lead the sessions with families</i> <i>Funding for resources</i> | <i>There is a strong evidence base to show that 'at-home good parenting' has a significant effect on children's achievement. This is the foundation of the ORIM structures.</i> https://cdn.literacytrust.org.uk/media/documents/Language_unlocks_reading.pdf http://www.real-online.group.shef.ac.uk/aboutreal-text.html | 4, 6 |

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

Budgeted cost: £47,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Whole staff training on Zones of Regulation with the aim of developing our school vision and values and to improve social, emotional and mental health needs of all learners.</i> | <i>Both targeted interventions and universal approached can have positive overall effects:</i> Behaviour interventions / EFF (educatonendowmnetfoundation.org.uk) | 2 |
| <i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i> <i>This will involve releasing staff to implement new procedures and to work with individual children and families to improve attendance. Alongside</i> | <i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i> | 1 |

| | | |
|---|--|----------|
| <p><i>working with the Vulnerable Learners pathways to improve attendance and punctuality for targeted children.</i></p> | | |
| <p><i>Provide bespoke SEMH and SEND support and resources to support disadvantaged learners</i></p> <p><i>Funding to be spent on:</i></p> <ul style="list-style-type: none"> - <i>CBT</i> - <i>Lego therapy</i> - <i>Social skills</i> - <i>Forest school</i> - <i>Sensory rooms</i> | <p><i>Both targeted interventions and universal approaches can have positive overall effects:</i></p> <p>Behaviour intervention / EFF (educationendowmentfoundation.org.uk)</p> | <p>1</p> |

Total budgeted cost: £265,220

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, 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.

Projected Results 2020/2021

End of FS2

Abbeyfield = 52%

Disadvantaged at Abbeyfield = 43%

National 2019 = 72%

Disadvantaged National 2019 = 61%

FS2 Narrative

The data includes 12 new arrivals who represent 22% of this cohort. Eight of these pupils were also disadvantaged five who arrived in the spring term of FS2 and 3 after September in the autumn term of FS2. All of these children had little or no English upon arrival. Five disadvantaged pupils within the cohort are also on the SEND register with one child having an EHCP. The data also shows for this cohort of children that twenty two of the children (41%) are summer born. Five of these children are disadvantaged.

Overall attainment for all pupils was affected by school closures in January 2021. All those who were considered to be vulnerable were offered a place in school. In order to ensure that these pupils do not continue to fall behind, the school will continue to ensure that all children who did not meet the good level of development will receive targeted support in Y1.

Phonics Results – Autumn 2020

Abbeyfield = 65%

Disadvantaged at Abbeyfield = 50%

National 2019 = 82%

Disadvantaged National 2019 = 74%

Phonics Narrative

In Phonics, 65% of the pupils passed the phonics screening check which was taken in December 2020 due to the Covid-19. This is a decline of 2% on our phonics attainment in 2018-2019.

When our international new arrivals are discounted from the data (those who arrived part way through FS2 and in Y1) we achieve 82% which matches the national average of 2018/2019. Out of the total

cohort, 38% were disadvantaged and 21% are identified on the SEND register. Of the children that did not pass the phonics screening ten pupils were international new arrivals, two arrived in the December that the screening was completed.

Phonics results – July 2021

Abbeyfield = 62%

Disadvantaged at Abbeyfield = 58%

National 2019 = 82%

Disadvantaged National 2019 = 74%

Phonics Narrative

In Phonics, 62% of the pupils passed the phonics screening check which was completed informally in July 2021. This a decline of 3% on our phonics attainment in 2019-2020 (based on the formal screening completed in December 2020).

When our international new arrivals are discounted from the data (those who arrived part way through FS2 and in Y1) we achieve 72% which is a decline from December 2020 outcomes. Out of the total cohort, 53% were disadvantaged and 16% are identified on the SEND register. Of the children that did not pass the phonics screening five pupils were international new arrivals.

KS1 Teacher Assessment

| | 2020 | | Narrowing the gap | 2021 | | Narrowing the gap |
|------------------------------|---------------|-----|-------------------|---------------|-----|-------------------|
| | 53 pupils | | | 53 pupils | | |
| | 24 PP pupils | | | 23 PP pupils | | |
| | Excluding INA | | | Excluding INA | | |
| | PP | All | | PP | All | |
| Expected standard in reading | 42% | 58% | -16% | 43% | 52% | -9% |
| | 53% | 67% | -14% | 47% | 60% | -13% |
| Greater depth in reading | 8% | 11% | -3% | 9% | 15% | -6% |
| | 11% | 13% | -2% | 17% | 19% | -2% |
| Expected standard in writing | 46% | 60% | -14% | 30% | 45% | -15% |
| | 53% | 67% | -14% | 35% | 53% | -18% |
| Greater depth in writing | 8% | 11% | -3% | 17% | 11% | +6% |
| | 11% | 13% | -2% | 23% | 14% | +9% |
| Expected standard in maths | 46% | 62% | -16% | 39% | 55% | -16% |
| | 58% | 71% | -13% | 47% | 60% | -13% |

| | | | | | | |
|------------------------|--|-----|-----|----|-----|-----|
| Greater depth in maths | 8% | 11% | -3% | 4% | 11% | -7% |
| | 11% | 13% | -2% | 6% | 14% | -8% |
| | This data is based on assessments at the end of the spring term 2020 just as the school went into Lockdown | | | | | |

KS1 Narrative

The data includes 10 new arrivals who represent 19% of this cohort. Seven of these pupils were also disadvantaged two who arrived in the summer term of Y2. Two of children arrived in the spring term of Year 2 and 3 in the autumn term of Y2. The other three children came in Y1. Seven disadvantaged pupils within the cohort are also on the SEND register. Overall attainment for all pupils was affected by school closures in March 2020 because of Covid-19 and again in January 2021. Prior to school closures, disadvantaged pupils who were at risk of not reaching the expected standard received targeted boosting in reading, maths and phonics. In order to ensure that these pupils do not continue to fall behind, the school will continue to ensure that all children who did not meet the expected standard will receive targeted support in Y3.

KS2 Teacher Assessment

| | | | |
|------------------------------|---|-----|--------------------------|
| | <i>2021</i> | | <i>Narrowing the gap</i> |
| | <i>59 pupils (assessment data for 56 as 3 children were discounted)</i> | | |
| | <i>21 PP pupils</i> | | |
| | PP | All | |
| Expected standard in reading | 48% | 63% | -15% |
| Greater depth in reading | 10% | 19% | -9% |
| Expected standard in writing | 48% | 56% | -15% |
| Greater depth in writing | 5% | 12% | -7% |
| Expected standard in maths | 52% | 63% | -11% |
| Greater depth in maths | 10% | 19% | -9% |
| Expected standard in GPS | 52% | 54% | -2% |
| Greater depth in GPS | 0% | 12% | -12% |
| Expected standard combined | 48% | 51% | -3% |
| Greater depth combines | 5% | 8% | -3% |

KS2 Narrative

The data includes 13 children who arrived in KS2 who represent 23% of this cohort. Ten of these pupils were also disadvantaged. Five disadvantaged pupils within the cohort are also on the SEND register. Overall attainment for all pupils was affected by school closures in March 2020 because of Covid-19 and again in January 2021. Prior to school closures, disadvantaged pupils who were at risk of not reaching the expected standard received targeted boosting in reading, maths and SPAG.

Social, Emotional and Mental Health Support for pupils

To target and support children with behavioural complexities, low self-esteem and social / emotional needs we established a Nurture team in 2017. This has been expanded with a teacher in charge, Senior Learning Mentor and 5 TA's. As a result of this the team have been able to support more children. The Den has been accessed by 7 children (full time) and one part time during 2020-21. All of these children have very complex needs and low self-esteem as well as behaviour concerns. Due to the hard work of the Nurture team, four of these children have now made the transition back into class part time. This has meant that the Den could be accessed by a further 14 children who were able to attend bespoke intervention which have helped to develop self esteem and strategies on how to control their behaviour or reactions to an incident. Examples of these interventions are Forest Schools, theraplay, access to a sensory room, lego therapy, anger management sessions, self-esteem sessions and art sessions.

'The Den' has been particularly effective in reducing the risk of exclusion for identified pupils and in boosting disadvantaged pupils' reading skills. All of those children who have accessed The Den have been at risk of permanent exclusion. No permanent exclusions have been issued since 2018. The number of fixed term exclusions has also decreased due to this provision from 16 in 2018-2019 to 8 in 2019-2020 and to 5 in 2020-2021.

As a school we have also been paying for 14 children to access CBT to help with their emotions, low self-esteem and anger management. This has particularly helped a children who have been open to social care and have witnessed and experienced serious neglect or abuse as well as children whose social, emotional and mental health needs have escalated as a result of the two lockdowns. In the last academic year, most of these children were seen weekly rather than fortnightly due to an increase in need. This provision has also increased in the last three years from 8 in 2019 – 2020, to 10 in 2020-2021 to 14 this term.

In the past four years we have also established KS2 provision for children who are International New Arrivals who have little or no English or school experience. The purpose of this provision is provide bespoke language rich lessons that help children to establish a good grasp of early literacy and numeracy to them be able to access mainstream lessons. Within this, some children with identified Speech and Language needs also attend this class to ensure that their needs can be met and that they can access the curriculum. All of the children who access this provision also access mainstream in the afternoons.

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 |
|-------------------------|---|
| Third Space Maths | Third Space Learning |
| White Rose Maths Scheme | White Rose Maths |
| Cracking Comprehension | Rising Stars |
| Rising Stars Vocabulary | Rising Stars |
| Word Aware | Parsons and Branagan (Routledge publishers) |
| YARC | GL Assessment |

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? | |
| What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.