



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	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 December 2022
Date on which it will be reviewed	December 2022 – reviewed 2.12.22 December 2023
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	£247,915.00
Recovery premium funding allocation this academic year	£26,245.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£274,160
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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, some pupils have poor punctuality</i>
2	<i>Greater support required for families that struggle with social and emotional difficulties, including medical, social, emotional and mental health needs.</i>
3	<i>Some children have limited enrichment experiences beyond their own home life and immediate community.</i>
4	<i>A need for greater parental engagement following the covid-19 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: £ 19,840.00

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>Further 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><u>Standardised tests / Assessing and Monitoring Pupil Progress / Education Endowment Foundation / EEF</u></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><u>Maths guidance KS 1 and 2, pdf (publishing.service.gov.uk)</u> <u>https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/</u></p>	5, 6
<p><i>Embedding of a DfE validated Systematic Synthetic Phonic programme to secure stronger phonics teaching for all pupils.</i></p> <p><i>Funding release time for the phonics lead and also teachers / TA's to embed key elements of validated scheme and to work with the Sheffield</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><u>Phonics / Toolkit strand / Education Endowment Foundation / EEF</u></p>	5, 6

<p><i>English Hub. This will enable for instructional coaching to take place and support with the monitoring of data.</i></p>		
<p><i>Embedding dialogic activities (ongoing talk opportunities between teacher and child) across the school curriculum. This will help children to develop ideas and overcome misunderstandings more easily.</i></p> <p><i>Introduce and embed the ORIM structures to support Early literacy in EYFS. (Opportunities, Recognition, Interaction and Modelling – a framework used by early years practitioners to support children’s learning and development)</i></p> <p><i>Continue to implement NELI (Nuffield Early Language Intervention), VIP (Video Interaction Project), LEAP (a framework for developing children’s social and emotional development) Black Sheep and Talk About (resources designed to help children in the early years develop language and communication skills).</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>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>5, 6</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>Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF</p> <p>https://www.researchgate.net/publication/257643292_Grammar_for_writing_An_investigation_of_the_effects_of_contextualised_grammar_teaching_on_students_writing</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £210,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continuation of the Burrow, 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 mainstream classes</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><u>Phonics/Toolkit/Education Endowment Foundation / EFF</u></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 pupils 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: <u>One to one tuition / EFF (educationendowmentfoudnation.org.uk)</u></i></p> <p><i>And in small groups:</i></p> <p><u>Small group tuition / Toolkit Strand / Education Endowment Foundation / EFF</u></p>	<p>5</p>
<p><i>Additional reading, writing and maths sessions targeted at disadvantaged pupils who require further support.</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 in small groups:</i></p> <p><u>Small group tuition / Toolkit Strand / Education Endowment Foundation / EFF</u></p>	<p>6</p>
<p><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></p> <p><i>Funding teacher and pastoral team release time for training and to lead the sessions with families</i></p> <p><i>Funding for resources</i></p>	<p><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></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>4, 6</p>

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

Budgeted cost: £44,320.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding 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></p> <p><i>Further targeted training for staff required.</i></p>	<p><i>Both targeted interventions and universal approaches can have positive overall effects:</i></p> <p>Behaviour interventions / EFF (educationendowmentfoundation.org.uk)</p>	2
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve releasing staff to implement new procedures and to work with individual children and families to improve attendance. Alongside working with the Vulnerable Learners pathways to improve attendance and punctuality for targeted children.</i></p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p>	1
<p><i>Provide bespoke SEMH (social, emotional and mental health) and SEND (special educational needs and disabilities) support and resources to support disadvantaged learners</i></p> <p><i>Funding to be spent on:</i></p> <ul style="list-style-type: none"> - CBT (cognitive behavioural therapy – a type of talking therapy) - Lego therapy - Social skills - Forest school - Sensory rooms <p><i>Establish animal therapy for the children to access</i></p>	<p><i>Both targeted interventions and universal approaches can have positive overall effects:</i></p> <p>Behaviour intervention / EFF (educationendowmentfoundation.org.uk)</p>	1
<p><i>Further training for identified staff on the Trauma Informed intervention to support learners</i></p>	<p><i>Both targeted interventions and universal approaches can have positive overall effects:</i></p> <p>Behaviour intervention / EFF (educationendowmentfoundation.org.uk)</p>	
<p><i>Further training for staff to be able to lead Forest School sessions so that</i></p>	<p><i>Both targeted interventions and universal approaches can have positive overall effects:</i></p>	

<i>more children can access the intervention</i>	Behaviour intervention / EFF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £274,160.00

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 to 2022 academic year.

Results 2021/2022

End of FS2

Abbeyfield = 68%

Disadvantaged at Abbeyfield = 64%

In 2021 the gap between all and PP was -15% in 2022 the difference is -4%

National 2022 = 65%

As per guidance from the DFE on the Early Years Foundation Stage Profile Results page for the Academic Year 2021/22 the early years foundation stage profile was significantly revised in September 2021. It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years.

FS2 Narrative

The data includes 11 new arrivals who represent 26% of this cohort. Three of these pupils were also disadvantaged. Twenty three children in the cohort came from homes where English is not the first language. Twelve children started with no English. Three disadvantaged pupils within the cohort are also on the SEND register. The data also shows for this cohort of children that twenty 14 of the children (33%) are summer born. Five of these children are disadvantaged.

Year 1 Phonics Screening Results – July 2022

Abbeyfield = 56.7%

Disadvantaged at Abbeyfield = 52.4%

National 2022 = 75%

Disadvantaged National 2019 = 62%

Phonics Narrative

In Phonics, 57% of the pupils passed the phonics screening check in June 2022. When our international new arrivals are discounted from the data (those who arrived part way through FS2 and in Y1) we achieve 60%. Out of the total cohort, 40% were disadvantaged and 18% are identified on the SEND register. Of the children that did not pass the phonics screening eleven pupils were international new arrivals. When comparing the difference between Disadvantaged and non – disadvantaged the gap was -23% in 2020-21 and this decreased to 22% in 2021-22.

KS1 Teacher Assessment

	<i>2021</i>		<i>Narrowing the gap</i>	<i>2022</i>		<i>Narrowing the gap</i>
	<i>53 pupils</i>			<i>51 pupils</i>		
	<i>23 PP pupils</i>			<i>25 PP pupils</i>		
	<i>Excluding INA</i>			<i>Excluding INA</i>		
	PP	All		PP	All	

Expected standard in reading	43%	52%	-9%	56%	56%	0%
	47%	60%	-13%	65%	63%	-2%
Greater depth in reading	9%	15%	-6%	4%	8%	-%
	17%	19%	-2%	5%	5%	0%
Expected standard in writing	30%	45%	-15%	56%	54%	+2%
	35%	53%	-18%	63%	63%	0%
Greater depth in writing	17%	11%	+6%	4%	4%	0%
	23%	14%	+9%	5%	5%	0%
Expected standard in maths	39%	55%	-16%	59%	62%	-3%
	47%	60%	-13%	63%	71%	-8%
Greater depth in maths	8%	11%	-7%	7%	10%	-3%
	6%	14%	-8%	10%	10%	0%

KS1 Narrative

Mobility (children joining and leaving) in this cohort is high. Throughout the year we have had 14 international new arrivals and one child who has joined from another school in this country. Seven of these pupils are identified as disadvantaged. Two children also arrived in the summer term of Year 1 with little or no English and have had no educational experience. 48% (25 children) of the year group are identified as pupil premium. There are a further five vulnerable children who are considered disadvantaged. 27% (14 children) are identified on the SEND register. Two of these children have EHCPs (Educational Health Care Plans). Out of the 14 children, 9 have speech and language as their prime area of need. Five are diagnosed with ASD (Autism Spectrum Disorder). One more child is being taken forward to be assessed for an ECHP. Seven of these children are also pupil premium. Sixteen of the disadvantaged children were targeted throughout the year for in school tutoring as part of the recovery plan.

KS2 Teacher Assessment

	2022		Narrowing the gap
	60 pupils (assessment data for 54 as 6 children were discounted)		Difference in 2021
	31 PP pupils		
	PP	All	

Expected standard in reading	52%	61%	-9% -15%
Greater depth in reading	17%	22%	-5% -9%
Expected standard in writing	52%	64%	-12% -15%
Greater depth in writing	0%	2%	-2% -7%
Expected standard in maths	52%	63%	-11% -11%
Greater depth in maths	10%	17%	-7% -9%
Expected standard in GPS	41%	58.2%	-17.2% -2%
Greater depth in GPS	21%	22%	-1% -12%
Expected standard combined	45%	57%	-12% -3%
Greater depth combines	0%	0%	0% -3%

KS2 Narrative

The data includes 14 children who arrived in KS2 who represent 23% of this cohort. Ten of these pupils were also disadvantaged. Seven disadvantaged pupils within the cohort are also on the SEND register. Three of these children also had an EHCP. All of the children identified as disadvantaged received school led tutoring as part of the recovery plan to support catch up as a result of the covid-19 pandemic.

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 the Head of Pastoral Care, r Learning Mentor and 4 TA's. The SENDco's also teach in this unit every morning. As a result of this the team have been able to support more children. The Burrow has been accessed by 5 children (full time)

and five part time during 2021-22. All of these children have very complex needs and low self-esteem as well as behaviour concerns. Due to the hard to work of the Nurture team, six of these children made the transition back into class part time. This has meant that the Burrow could be accessed by a further 15 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 Burrow' has been particularly effective in reducing the risk of suspension for identified pupils and in boosting disadvantaged pupils' reading and maths skills. All of those children who have accessed The Burrow have been at risk of permanent exclusion. No permanent exclusions have been issued since 2018. The number of fixed term suspensions has also decreased due to this provision from 16 in 2018-2019 to 8 in 2019-2020, to 5 in 2020-2021 and increased to 7 in 2021-22. The increase was due to one disadvantaged pupil who has significant trauma and attachment needs which escalated following the pandemic.

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 202021 to 14 in 2021-22.

In the past five 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
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds / Pearsons
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

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.

We have worked together, led by SLT, to ensure that our curriculum is based on solid educational research and pedagogy. We are a research informed school whereby we make smart decisions to suit the context of our setting. We have used relevant findings to reform our CPD cycle so that it is built on deliberate practice.

High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage and attainment gap and at the same time will also benefit the non-disadvantaged pupils at our school. We ensure that all areas of the curriculum are taught in series of lessons which reinforce key knowledge, develop skills and increase the cultural capital of our children. Our curriculum statement and curriculum and teaching and learning policies make clear our expectations of all staff when delivering the curriculum. We are now adding to this policy through our study cycles based on Tom Sherrington's work where staff study a pedagogical technique, try it out in their classrooms (including some peer to peer observations) and then report back.